DOCUMENT RESUME

ED 065 517 TM 001 437

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TITLE Manual for Interpreting School Reports, 1971-72.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Quality Assessment.
PUB DATE Dec 71
NOTE 71p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Comparative Statistics; *Educational Quality; *Evaluation Criteria; *Measurement Instruments; Norms; Predictive Measurement; Questionnaires; School Statistics; *Student Evaluation; *Test Interpretation; Test Results
IDENTIFIERS *Pennsylvania

ABSTRACT

To assist Pennsylvania school personnel in interpreting the reports resulting from that State's Educational Quality Assessment program, this manual provides information on the goals, dimensions measured, variables measured, and method used. Appendixes provide the school norms for Grade 5 and Grade 11, a Teacher Questionnaire, School Information Form, Percentile Distribution of six indices, Student Distributions for Five School Groups on EQA Instruments (Grades 5 and 11), List of Occupations desired by 11th grade students, and a graph of Normal Curve with Z-Scores and Percentile Equivalents. (For related documents, see TM 001 436, 438, 439. (DB)

ED 065517

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Educational Quality Assessment

Manual for Interpreting School Reports

1971-72

TM 001 432

Pennsylvania Department of Education
December 1971

Manual for Interpreting School Reports

1971-72

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December 1971

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ACKNOWLEDGMENT

William S. Donaldson, The Pennsylvania State University, for the design and programming of the school report form.

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INTRODUCTION

This manual is designed to aid the school administrator and staff in the interpretation of the assessment report. It gives a condensed version of the history of educational quality assessment in Pennsylvania, and although it is not intended to be a technical report, the manual gives some general statistical background of Pennsylvania's assessment plan to complement the individual report for each participating school.

In the past the judgment of the quality of a school program has often been determined by proxy measures such as the physical plant facilities, the percentage of graduates going to college, the number of Merit Scholars and other factors which, although they may suggest the quality of the educational product, do not control for differing inputs and may mistakenly or unjustly give the school blame or credit. In short, we have been quick to judge but slow to devise adequate criteria for judging.

To carry out a broader-based plan of educational assessment, we must agree on the goals of education, yardsticks by which to measure them and a means of controlling for the vast differences in the resources or "inputs" among schools in the state--or even within a district.

In the Commonwealth of Pennsylvania the goals were determined by the State Board of Education. Rather than restricting themselves to just basic skills--the reading, writing, arithmetic approach--the goals encompass the affective domain as well, recognizing a broader mission for the schools -- that of educating the whole child.

It was decided that the best way to measure the quality of education in a school was to assess the product, i.e., the students themselves. Recognizing the unfairness of comparing a well-equipped school with experienced, well-paid teachers to its polar opposite, differences in resources (as many as 44) were taken into

account.

To interpret a school report, the school personnel must thoroughly acquaint themselves with the goals, the dimensions measured on each goal instrument, the condition variables measured and the method used plus the form in which these results are reported for each school. It is the purpose of this manual to assist in the acquisition of this knowledge.

BACKGROUND

The Pennsylvania plan of assessment had its legal beginning in 1963 with the passage of Act 299 which required the State Board of Education to

> develop or cause to be developed an evaluation procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools of the Commonwealth.... The evaluation procedure shall be so constructed and developed as to provide each school district with relevant comparative data to enable directors and administrators to more readily appraise the educational performance and to effectuate without delay the strengthening of the district's educational program.

To carry out these mandates the State Board of Education Committee on Quality Education, after conferring with civic and professional leaders from throughout the state, adopted the following as the 10 goals of quality education.

I. Quality education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

II. Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural and ethnic groups different from his own.

III. Quality education should help every child acquire to the fullest extent possible for him, mastery of the basic skills in the use of words and numbers.

IV. Quality education should help every child acquire a positive attitude toward the learning process.

V. Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.

VI. Quality education should help every child acquire good health habits and an understanding of the conditions necessary for the maintaining of physical and emotional well-being.

VII. Quality education should give every child opportunity and encouragement to be creative in one or more fields of endeavor.

VIII. Quality education should help every child understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities.

IX. Quality education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities and the arts.

X. Quality education should help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life should be a normal expectation.

PHASE I

In June 1967 the Bureau of Educational Quality Assessment was created to translate the mandates and the 10 goals into a workable plan of assessment.

The primary purpose of Phase I was development and field-testing of a measurement package. Measurement instruments for the goals were selected in some instances from previously published tests. In other areas new tests and questionnaires were developed by EQA Bureau staff in cooperation with the Bureau of Research and national testing firms.

In April 1968 the measurement package was pilot-tested in 100 schools in the Commonwealth. The elementary school package was administered to 1413 5th graders and the high school package to 1285 11th graders.

After the initial field-testing, items from the questionnaire were analyzed, reworded or deleted. Testing procedures in the schools were also refined. Tables 1 and 2 summarize the characteristics of the final assessment instruments.

Furthermore, surrounding conditions differ--in the home, the school and the community--and impose unavoidable constraints on what a school can accomplish with its pupils. Recognizing that schools operate within the limits of vastly differing conditions, these differences in programs and resources, both teacher and student, had to be identified and measured. Phase I was designed to measure relationships among what pupils bring with them, what the community, school and staff can offer, and what pupils achieve.

PHASE II

To provide normative standards for a representative state sample, schools were stratified according to building enrollment and the average per-pupil expenditure for education in the county. Students in 5th and 11th grades of schools randomly selected within these strata were administered the field-tested and refined measurement packages (Tables 1 and 2). This normative sample from 268 school districts represented 10 per cent of the student population in grades 5 and 11--20,000 students and 17,000 students, respectively, in 355 elementary and 73 high schools. School mean scores, student distributions and item distributions were calculated and norms established (see Appendices).

In addition to the items designed to measure pupil performance on the 10 goals, students answered questions about their family background, their interests and the accessibility of school resources. At the same time teachers anonymously completed a questionnaire (Appendix C) to assess their backgrounds, classroom practices and attitudes. Teacher data on file with the Bureau of Statistics was tapped. In addition, building administrators replied to a form (Appendix D) requesting information about the school and the community it serves.

TABLE 1
GRADE 5 SUMMARY OF INSTRUMENTS

GOAL	DIMENSIONS	SECTION	NUMBER OF ITEMS	POSSIBLE RANGE OF SCORES
I Self Understanding	Control of environment--confidence in one's ability to fulfill ambitions. Self-confidence in personal attributes--feelings of self adequacy. Achieving in school--one's role or image in school situation. Relating to others--one's relationship with parents and impression on others.	E	53	53-106
II Understanding Others	Interaction with those who differ from themselves in: Race Religion Economic status	D	9	9-45
III-V Basic Skills Verbal	Verbal analogies.	LPL	30	0-30
III-M Basic Skills Math	Arithmetic computation. Arithmetic concepts.	LPL	30	0-30
IV Interest in School	Perception of the school climate--attitudes about teachers, school facilities and course offerings. Attitude toward school assignments--opinions about homework, reading, writing and studying. Perception of the learning process-attitudes about teacher methods and school in general.	H	17	17-85
V Citizenship	Situational ethics--what one would do when confronted with cheating, rule-breaking, losing or finding articles, and helping others. Attitudes toward personal responsibility issues--what one's attitude is toward cheating, rule-breaking, etc. Concern for democratic principles--opinions on civil rights, freedom of speech, etc. Initiative in advocating change--would one criticize established order to effect change.	I	44	44-220
VI Health Habits	Knowledge of desirable health habits in areas of personal hygiene, first aid, food and nutrition, alcohol, smoking, drugs, environmental hazards.	C	48	0-48

TABLE 1 (continued)
GRADE 5 SUMMARY OF INSTRUMENTS

GOAL	DIMENSIONS	SECTION	NUMBER OF ITEMS	POSSIBLE RANGE OF SCORES
VII Creativity	Degree of self-direction; evaluative ability. Original, flexible and elaborative thinking. Willingness to take risks. Ease with complex ideas, knotty problems.	F	39	39-195
VIII Vocational Development	Perception of work and satisfactions derived therefrom. The role choice plays in occupational planning. Independence from parents in making work decisions.	G	39	39-78
IX Appreciating Human Accomplishments	Students indicated the importance to them and whether they wanted to participate actively or passively in politics, science, sports, literature, art, music and theater.	A	21	21-63
X Preparing for a Changing World	Students were asked to project themselves into the future and indicate their degree of comfort with sweeping changes in societal regulations, particularly those related to schooling.	B	29	29-145

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TABLE 2
GRADE 11 SUMMARY OF INSTRUMENTS

GOAL	DIMENSIONS	SECTION	NUMBER OF ITEMS	POSSIBLE RANGE OF SCORES
I Self Understanding	Control of environment--confidence in one's ability to fulfill ambitions. Self-confidence in personal attributes--feelings of self adequacy. Achieving in school--one's role or image in school situation. Relating to others--one's relationship with parents and impression on others.	C	54	54-108
II Understanding Others	Interaction with those who differ from themselves in: Race Religion Economic status	B	22	22-110
III-V Basic Skills: Verbal	Verbal analogies.	LPL	30	0-30
III-M Basic Skills: Math	Mathematical computations. Mathematical concepts.	LPL	30	0-30
IV Interest in School	Perception of the school climate--attitudes about teachers, school facilities and course offerings. Attitude toward school assignments--opinions about homework, reading, writing and studying. Perception of the learning process--attitudes about teachers.	D	28	28-140
V Citizenship	Situational ethics--what one would do when confronted with cheating, rule-breaking, losing or finding articles, and helping others. Attitudes toward personal responsibility issues--what one's attitude is toward cheating, rule-breaking, etc. Concern for democratic principles--opinions on civil rights, freedom of speech, etc. Initiative in advocating change--would one criticize established order to effect change.	F	44	44-220
VI Health Habits	Knowledge of desirable health habits in personal, family, community, mental and dental health; safety and first aid; infection and disease; nutrition; exercise, rest and recreation; drinking, smoking and narcotics.	A	75	75-150

TABLE 2 (continued)
GRADE 11 SUMMARY OF INSTRUMENTS

GOAL	DIMENSIONS	SECTION	NUMBER OF ITEMS	POSSIBLE RANGE OF SCORES
VII-P Creative Potential	Self-evaluation of one's capacity for self-direction, flexible thinking and willingness to take risks. Students reveal their degree of openness to new or different ideas.	E	21	21-103
VII-O Creative Output	Students indicate whether they have been involved in and received recognition for creative activities in the arts, science, organization of human affairs, development and exercise of salable skills.	J	116	116-314
VIII Vocational Development	Perception of work and satisfactions derived therefrom. The role choice plays in occupational planning. Independence from parents in making work decisions. Attitudes toward work in which helping others is the focal point.	G	50	50-100
IX Appreciating Human Accomplishments	Students indicated the importance to them and whether they wanted to participate actively or passively in politics, science, sports, literature, art, music and theater. Students identify field for which various noted people have received recognition.	H	77	77-210
X Preparing for a Changing World	Students were asked to project themselves into the future and indicate their degree of comfort with sweeping changes in societal regulations, particularly those related to schooling.	I	29	29-145

PHASE III

Phase III, the actual assessment of 533 different schools, began in fall 1970 with 111 districts accommodated on a first come, first serve basis from the more than 300 districts that voluntarily requested to participate. More than 50,000 students in 5th and 11th grades responded to the Pennsylvania Questionnaires during the month of October.

To better serve the participating schools, it was decided to limit the 1971 Phase III program to those districts which could not be accommodated when they volunteered in 1970 and which had agreed to include all the schools of the district in the assessment. Using these two criteria, approximately 24,000 students in 172 elementary schools and 53 secondary schools located in 49 districts were surveyed in October 1971.

Again, as in the normative study, 5th and 11th grade students--not identified by name--responded to the items in the Pennsylvania Questionnaires which were then machine-read and scored. Building administrators again supplied data on the School Information Form (Appendix D). Bureau of Statistics files were tapped. Sample teachers responded to the Teacher Questionnaire (Appendix C).

* In participating high schools one-half of the teachers or 25 teachers, whichever was greater, were randomly selected. For 5th grade schools all 5th grade teachers or a minimum of five teachers were sampled.

SAMPLE SCHOOL REPORT

1. STUDENT OUTPUTS:

A. GENERAL SUMMARY:

GOAL	SECTION	AREA	NUMBER STUDENTS	ACTUAL SCHOOL SCORE	ACTUAL PENNA. %ILE	PREDICTED SCHOOL SCORE	PREDICTED PENNA. %ILE
I	C	SELF UNDERSTANDING	252	88.94	48	89.11	53
II	B	UNDERSTANDING OTHERS	252	91.29	55	90.86	44
III-V	*	BASIC SKILLS: VERBAL	252	16.25	57	16.54	64
III-M	*	BASIC SKILLS: MATH	252	18.16	50	17.90	43
IV	D	INTEREST IN SCHOOL	252	93.31	58	93.36	58
V	F	CITIZENSHIP	252	167.69	52	166.72	45
VI	A	HEALTH HABITS	252	121.57	51	121.92	55
VII-P	E	CREATIVE POTENTIAL	252	60.31	49	60.31	49
VII-O	J	CREATIVE OUTPUT	252	136.83	57	138.19	73
VIII	G	VOCATIONAL DEVELOPMENT	252	83.61	44	83.60	44
IX	H	APPRECIATING HUMAN ACCOMPLISHMENTS	252	158.73	54	158.37	49
X	I	PREPARING FOR A CHANGING WORLD	252	105.71	48	105.26	42

Section of the questionnaire which contains this goal instrument (Basic Skills tests are in a separate booklet)

Shortened name for the goal

Number of student booklets scored for this goal

Mean raw score of the student booklets scored

Percentile based on Phase II norms

Raw score expected for the school

B. PERCENTILE BANDS BY GOALS:

CONFIDENCE INTERVALS

GOAL	SECTION	AREA	ACTUAL SCORE	PREDICTED SCORE	PERCENTILES 1 2 5 10 20 30 40 50 60 70 80 90 95 98 99
I	C	SELF UNDERSTANDING	88.94	89.11	XXXXXAPXXXXXX
II	B	UNDERSTANDING OTHERS	91.29	90.86	XXXXXXPXAXX
III-V	*	BASIC SKILLS: VERBAL	16.25	16.54	XXXAXPXXXX
III-M	*	BASIC SKILLS: MATH	18.16	17.90	XXXXXXPAXXX
IV	D	INTEREST IN SCHOOL	93.31	93.36	XXXXXXXXXAXXXXXXX
V	F	CITIZENSHIP	167.69	166.72	XXXXXXPAXXXX
VI	A	HEALTH HABITS	121.57	121.92	XXXXAPXXXX
VII-P	E	CREATIVE POTENTIAL	60.31	60.31	XXXXXAXXXXX
VII-O	J	CREATIVE OUTPUT	136.83	138.19	AXXXXPXXXXXX
VIII	G	VOCATIONAL DEVELOPMENT	83.61	83.60	XXXXXAXXXXXX
IX	H	APPRECIATING HUMAN ACCOMPLISHMENT	158.73	158.37	XXXXXXPAXXXX
X	I	PREPARING FOR A CHANGING WORLD	105.71	105.26	XXXXXXPXAXXXX

N.B. AN "A" IN THE TABLE DESIGNATES THE LOCATION OF THE OBSERVED, ACTUAL SCHOOL VALUE.

A "P" DESIGNATES THE LOCATION OF THE PREDICTED SCHOOL VALUE.

THE XX ... XX BAND IS THE PREDICTION BAND.

IF NO "P" IS SHOWN, THE ACTUAL AND PREDICTED VALUES SHARE THE SAME LOCATION.

CONDITION VARIABLES

Tables 3, 4 and 5 describe the variables which were measured to identify the differences in resources among schools. It is extremely important to note both the name of the variable and how it was measured (from whom the data were obtained and the weightings used to quantify the information).

"High" scores for a school on these variables are not necessarily "good." The numbers attached to these variables are designed to reflect the presence or absence of the characteristic in question or merely to differentiate by quantification one class within the characteristic from another.

One must avoid hasty value judgments regarding a school's standing on a given condition variable without being aware of the interrelationships among the variables. When calculating average teacher salary, for example, one is also measuring teacher experience, teacher education and possibly teacher age. Therefore, a high average salary might at first suggest a high salary schedule when, in fact, it might be due to the presence of a large proportion of experienced teachers with a large number of years of formal schooling.

One other caveat is worth noting on the norms charts (Appendices E-J): When using school means, the range of values can at times be very narrow so that a small incremental change in the value can translate into large percentile rank changes (e.g., GUIDANCE, INTERRAC, HOLDING).

Table 3

SCHOOL AND COMMUNITY INDICES

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Program Resources	STAFFP (Staff: pupil ratio)	The number of personnel who spend at least one-half their time in instructional activity was divided by the total number of students in the school.		A higher value indicates more instructional personnel per pupil.
	BOOKSP (Books: pupil ratio)	The number of library books available for student checkout was divided by the total number of pupils in the school.		A higher value indicates more library books available for each pupil.
	INNOVATE (School innovation)	The school administrator reported the extent to which his school employed 12+ relatively new educational practices (e.g. individual study, nongraded classes, instructional TV).	5 = Use regularly 4 = Use occasionally 3 = Considered trying 2 = Don't agree 1 = Never tried	A higher score on this index indicates the school uses several innovative practices regularly and/or many of the practices at least occasionally.
	LIBRARY (Accessibility of library)	Students were asked how often they were able to use the school library.	5 = Often as needed 4 = Frequently 3 = Several days a week 2 = Only when class is scheduled 1 = No library in school	A higher score on this index indicates that the school offers freer accessibility to its library resources.
	COUNSEL* (Accessibility of counselors)	Eleventh grade students were asked how often they were able to talk to the school guidance counselor about a concern.	5 = Often as needed 4 = Frequently 3 = Only to make class schedules 2 = Only in group guidance session 1 = No guidance counselor	A higher score on this index indicates that the school offers freer access to its guidance staff.
	GUIDANCE (Counselor: pupil ratio)	The number of secondary school personnel who devoted at least one-half their time to guidance activities was divided by the total number of students within the secondary school. For elementary schools, the administrator reported whether or not a guidance counselor is assigned to the school on a regular basis.	Elementary 0 = No counselor 1 = Counselor(s)	A higher value indicates more guidance counselors per pupil.*
Financial Resources	SUBSIDY (School subsidy per WADM)	The state instructional subsidy paid to the school district was divided by the Weighted Average Daily Membership of the district. All schools participating from district were assigned this score.	Expressed in whole dollars.	A higher value indicates that the school of interest is in a district which received more state funds to supplement its instructional activities.
	INSEXADM (Instructional expenses per ADM)	The instructional expenses of the district were divided by the Average Daily Membership of the district. All schools participating from district were assigned this score.	Expressed in whole dollars.	A higher value indicates that the school of interest is in a district which expends relatively more funds per pupil for instruction.
	EFFORT (Tax Effort Index)	Budgeted school taxes for the district were divided by the market values. All schools participating from district were assigned this score.	Expressed in mills.	A higher value indicates that the school of interest is in a district which has a greater willingness to tax itself for educational purposes.

* For secondary schools only.

Table 3 (continued)

SCHOOL AND COMMUNITY INDICES (continued)

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Demographic	ENROLL (School Enrollment)	The administrator reported the total school enrollment as of October 1 of a given year.		The number indicates the building enrollment.
	LOCATION (Predicted achievement index by location)	Secondary students reported the type of community in which they were then living. Due to substantial misinterpretation of this item by 5th grade pupils in the normative study, the EQA staff assigned scores to elementary schools based upon knowledge of size and location of the communities from which the school drew its students. In subsequent school studies, elementary pupils were aided by the teacher in reporting their community type.	8 = Suburb of city (over 500,000) 7 = Suburb of city (100,000-500,000) 6 = Suburb of city (10,000-100,000) 5 = Inside city (10,000-100,000) 4 = Inside city (100,000-500,000) 3 = Inside town less than 10,000 2 = Inside city over 500,000 1 = Open country or farming community	A higher score on this index indicates that the school is drawing a larger proportion of its students from suburban rather than rural or urban areas.
	INTERRAC (Interracial exposure)	Students reported whether or not they came in contact with students of a race different from their own in their classes or school activities.	2 = Yes 1 = No	A higher value on this index indicates greater interracial exposure in school.
	HOUSING (Types of residences in school's community)	The school administrator reported the percentage of various types of housing units in the area served by the school.	6 = Expensive private homes 5 = High-rental apartments 4 = Moderate-priced homes 3 = Moderate-rental apartments 2 = Low-cost homes 1 = Low-rental apartments	A higher value on this index indicates that the school serves an area that has a relatively larger proportion of expensive private homes and/or apartments.
	HOLDING* (Holding power)	Holding power was computed by the formula: (Graduating class + transfers - new students) ÷ (enrollment of same class beginning 10th grade).	The term transfers refers to those students who have left the sample school after beginning 10th grade to attend another school.	A higher value indicates a relatively lower dropout rate.
	POSTGRAD * (Continuing education)	The average percentage for two successive years of graduates who continued their education in college, vocational, technical, nursing, or business school was obtained for each sample school from the Pennsylvania Secondary School Report.		A higher value indicates a higher percentage of high school graduates continuing their formal education.

* For secondary schools only.

Table 4

INSTRUCTIONAL STAFF INDICES

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Background	TMEDUC (Educational level of teacher's mother)	Sample teachers reported the highest level of formal education attained by their mother or female guardian.	9 = Completed Ph.D. or professional degree 8 = Some work toward Ph.D. or professional degree 7 = Masters degree 6 = Graduated, college 5 = Some post-high school 4 = Graduated, high school 3 = Some secondary 2 = Elementary 1 = No formal education	A higher value on this index indicates that the mothers of the school's instructional staff have attained a higher level of formal education.
	TFOCC (Occupational level of teacher's father)	The sample teachers reported the occupational category of their father or principal wage earner while they were growing up.	9 = Professional; doctor, lawyer 8 = Accountant, or manager 7 = Teacher 6 = Owner of small business 5 = White-collar 4 = Farmer 3 = Skilled worker 2 = Semi-skilled worker 1 = Unskilled	A higher value on this index indicates that the school's instructional staff comes from backgrounds in which the family's principal wage earner tended to be professional or white-collar workers as opposed to semi-skilled or unskilled.
	TLOCALE (Teacher locale)	Sample teachers reported where they graduated from high school.	5 = This town or immediate area 4 = In state but outside this town 3 = In another state 2 = In Puerto Rico or other U. S. possession 1 = In another country	A higher value on this index indicates that the school draws its instructional staff from the local area as opposed to other states or countries.
	TSTABL (Teacher stability)	Sample teachers reported the area in which they spent most of their lives.	Response alternatives and respective weightings were identical to TLOCALE.	A higher value on this index indicates that the school's instructional staff have spent most their lives in the immediate area as opposed to other states or countries.
	TCOLLEGE (Teacher's college)	Sample teachers reported whether or not they had earned a college degree and the type of college from which they graduated.	3 = Liberal arts college or university 2 = State college 1 = No degree	A higher score on this index indicates that more of the staff have degrees and are more likely to have attended a liberal arts college or university than a state college.
	TEDUC* (Teacher's education)	The level of training of all teachers was obtained from the Professional Personnel Record.	9 = Doctor's degree 8 = Master's degree plus 2 years 7 = Master's degree plus 1 year 6 = Master's degree 5 = Bachelor's degree plus 1 year 4 = Bachelor's degree 3 = Three years of college 2 = Two years of college 1 = One year of college 0 = No college	A higher score on this index indicates that the school's instructional staff has a higher level of formal education.
Demographic	TAGE (Teacher's age)	Each sample teacher indicated his age by checking one of nine 5-year age categories.	9 = 60 or over 8 = 55-59 7 = 50-54 6 = 45-49 5 = 40-44 4 = 35-39 3 = 30-34 2 = 25-29 1 = 20-24	This index reflects the mean age, by categories, of a school's instructional staff.
	TSEX* (Teacher sex)	The sex of each teacher was obtained as reported in the Professional Personnel Record.	2 = Female 1 = Male	A higher value on this index represents a higher proportion of female teachers within the school.
	TEXPER* (Teacher experience)	The total years of service in education was obtained for each teacher from the Professional Personnel Record.		This number represents the mean educational experience, in years, of the school's instructional staff.

* Collected for *all* teachers in the school.

Table 4 (continued)

INSTRUCTIONAL STAFF INDICES (continued)

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Demographic	TPPOS (Teacher present position)	Each sample teacher reported the number of years he had completed in his present position.	8 = 20 or more years 7 = 16-20 years 6 = 11-15 years 5 = 6-10 years 4 = 3-5 years 3 = 2 years 2 = 1 year 1 = Less than 1 year	This index reflects the degree to which a school's instructional staff have remained in their present positions.
	TSALARY* (Teacher salary)	The salary for each teacher was obtained from the Professional Personnel Record.		This value represents the mean salary for a school's instructional staff.
Attitudinal	TSATIS (Teacher satisfaction)	Each sample teacher responded to a 6-item questionnaire which was scaled to reflect the degree of his satisfaction with his role in the school. (Example: "I find my job exciting and rewarding.")	5 = Almost always 4 = Frequently 3 = Sometimes 2 = Infrequently 1 = Almost never	A higher value on this index indicates a greater degree of job satisfaction of the school's instructional staff.
	TCLPRACT (Teacher classroom practices)	Each sample teacher reported the extent to which he employed 11 "innovative" classroom practices (e.g., pupil participation in lesson planning).	5 = Use regularly 4 = Use occasionally 3 = Considered its use 2 = Never use 1 = Don't agree with practice	The value on this index indicates the extent to which relatively innovative classroom practices are employed by the sample teachers.
	REACTL (Perception of actual characteristics influencing professional recognition)	From a list of 7 characteristics, the sample teacher chose the one he felt was *actually* most important in gaining professional recognition in his school district.	7 = Rapport with central office 6 = Rapport with immediate supervisor 5 = Formal education 4 = Seniority 3 = Imaginativeness 2 = Dependability 1 = Quality and quantity of work	A higher value on this index indicates that the instructional staff perceives professional recognition to be achieved through personal relationships as opposed to quality and quantity of work completed.
	RECIDEA (Perception of "ideal" characteristics influencing professional recognition)	From a list of 7 characteristics, sample teachers chose the one they felt should *ideally* be most important in gaining professional recognition in their school district.	Same codes were used as for REACTL.	A higher value on this index indicates that the instructional staff feels that ideally professional recognition is obtained through personal relationships as opposed to quality and quantity of work completed.
	TCAREER (Teacher career)	Sample teachers selected from ten choices what they would like to be doing five years from now.	10 = Will be retired 9 = Teacher 8 = Special services 7 = Research worker 6 = Guidance 5 = Curriculum director 4 = Principal 3 = Administrator in central office 2 = Superintendent 1 = Out of education	A higher score on this index indicates that the career aspirations of the instructional staff tend toward classroom involvement.
	DISCREP (Discrepancy)	Sample teachers rated the relative influence 14 groups (superintendent, parents, teachers, etc.) had on the educational process. They then rated the *ideal* influence of each of those groups. For each of the 14 groups a real-ideal discrepancy was computed. A total discrepancy score was obtained: $D = \sqrt{\Sigma d^2}$	5 = Great deal 4 = Considerable 3 = Some 2 = Little 1 = None	A higher discrepancy score indicates a greater disparity between what the instructional staff sees as the actual and the ideal influences various groups have in determining educational matters in the school.

* Collected for *all* teachers in the school.

Table 5

STUDENT INDICES

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Background	FOCC (Father's occupation)	The sample 11th grade student reported his father's occupation from a list of 143 possible occupations. On the elementary level the student's teacher completed this item.	The occupational categories were weighted from 0 to 96 according to a combination of education needed to secure the occupation and income derived from the occupation.	A higher value on this index indicates that the school tends to draw a large proportion of its students from homes where the fathers are employed in higher-paying jobs requiring a higher educational level.
	MOCC (Mother's occupation)	The sample 11th grade student reported his mother's occupation from a list of 143 possible occupations. On the elementary level the student's teacher completed this item.	Using mothers who were gainfully employed (i.e., excluding housewives, mothers in school, pensioned, or deceased), a mean was calculated for each sample school. Weights applied were identical to those used in FOCC.	A school high on this index draws a greater proportion of its students from homes in which the working mothers are more likely to be employed in higher-paying jobs and/or jobs requiring a higher educational level.
	PCTMW (Percentage of mothers working)	From the sample student's report of MOCC, the percentage of working mothers was calculated.		This score reflects the percentage of working mothers.
	FAMSES (Family socioeconomic status)	The family socioeconomic status for a school was calculated by the formula: $\frac{(\Sigma \text{ FOCC for } n_1 \text{ fathers} + \Sigma \text{ MOCC for } n_2 \text{ mothers})}{\text{greater of } n_1 \text{ and } n_2}$		This index is a composite of MOCC and FOCC levels of the school.
	MEDUC (Mother's education)	The sample 11th grade student reported the highest level of formal education attained by his mother or female guardian. On the elementary level the student's teacher completed this item.	The same weighting system was used as for TMEDUC. Due to substantial scoring errors this variable was dropped for grade 11.	A higher value on this index indicates that the school draws students from homes in which the mothers have attained a higher average level of formal education.
	FEDUC (Father's education)	The student reported the highest level of formal education attained by his father or male guardian. On the elementary level the student's teacher completed this item.	The same weighting system was used as for TMEDUC. Due to substantial scoring errors this variable was dropped for grade 11.	A higher value on this index indicates that the school draws students from homes in which the fathers have attained a higher average level of formal education.
Attitudinal	MORESB* (Mores—Boys)	The sample student reported, from a list of 5 qualities, his perception of the single best way for a boy to be important or looked up to by other students in his school.	5 = Being bright, well-informed, interesting 4 = Doing well in school 3 = Being attractive, fun 2 = Being athletic star 1 = Coming from the right family	A higher score on this index indicates that students perceive intellectual factors as relatively more important than social factors or athletics in determining a boy's popularity.
	MORESG* (Mores—Girls)	The sample student reported, from a list of 5 qualities, his perception of the single best way for a girl to be important or looked up to by other students in his school.	5 = Being bright, well-informed, interesting 4 = Doing well in school 3 = Being attractive, fun 2 = Being a cheerleader 1 = Coming from the right family	A higher score on this index indicates the student body of the school tends to perceive intellectual factors as relatively more important than social factors in determining a girl's popularity.
	VALUES* (Personal values)	From a list of the same 5 qualities as MORESB and MORESG, the sample student reported that quality which was most important to him personally regardless of what others may choose.	5 = Being bright, well-informed, interesting 4 = Doing well in school 3 = Being attractive, fun 2 = Being athletic star or cheerleader 1 = Coming from the right family	A higher score on this index indicates that the members of the student body tend to perceive intellectual pursuits as more productive in gaining peer group recognition than social status factors.
	OCDESIRE* (Occupational desires)	From the same list of 143 occupations used for FOCC and MOCC, the sample student reported the occupation he desires to follow.	The weightings employed were identical to those used for FOCC.	This index indicates the mean occupational level the students desire to attain.
	OCEXPECT* (Occupational expectation)	From the same list as OCDESIRE, the sample student reported the occupation he expects to follow.	The weightings were identical to those used for FOCC.	This index indicates the mean occupational level students expect to attain.

* For secondary schools only.

Table 5 (continued)

STUDENT INDICES (continued)

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Demographic	SEX (Sex of students)	The sample student reported his or her sex.	2 = Female 1 = Male	A higher value on this index represents a higher proportion of female students.
	RACE (Predicted achievement index by race)	From a list of six ethnic and racial categories each sample student chose the category that best described him.	6 = Oriental 5 = White 4 = American Indian 3 = Puerto Rican 2 = Black 1 = Other	This variable was scaled in such a way that the index is a predicted-achievement index by racial composition. Weights were assigned on the basis of the groups' rank-order achieved scores as reported by Coleman.
	ATTEND (Attendance)	The sample student reported the number of days he was absent during the past school year.	5 = None 4 = 1-5 days 3 = 6-10 days 2 = 11-15 days 1 = 16 or more days	A higher value on this index represents a greater degree of student attendance within the school.

HOW PREDICTIONS ARE MADE

It must be remembered that although a school's standing on a condition variable might be of interest in itself, the primary purpose of collecting the information was to take into account those differences in school and community, instructional staff and students in a given school that delimit what a school can accomplish with its pupils and avoid the invidious comparisons that can occur when faced with only national norms--or even state norms--as a baseline of comparison for a school.

Using the correlations of condition variables to the goal scores and the correlations of condition variables to one another for Phase II data, it was possible to determine what set of condition variables will best predict a school score on each goal. This technique of multiple regression analysis results in a regression equation for each goal. A predicted score is obtained by multiplying the school's standing on each of the condition variables which form the best set of predictors by predetermined weights and then adding a prediction constant. Since a predicted score is not 100 per cent accurate, a prediction band is calculated by adding and subtracting one standard error of estimate from the predicted school score. Thus even prior to administering the questionnaires for the 10 goals, by knowing a school's standing on the condition variables, one can then give a range into which one would expect the school to score.

Tables 6 and 7 give the regression weights for each goal, the prediction constants to be added and the standard error of estimate. The per cent of explained variance (the square of the multiple R) is included for each goal. In addition, the square of the semipartial correlation coefficient gives the proportion of the variance accounted for uniquely by each variable used in the prediction equation.

TABLE 6
REGRESSION WEIGHTS, CONDITION VARIABLES AND
EXPLAINED VARIANCE FOR EQA GOAL INSTRUMENTS: GRADE 5

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
	FOCC	.053	.040
I	HOUSING	.656	.036
SELF	TSTABL	.776	.021
UNDERSTANDING	TEXPER	.052	.019
	SUBSIDY	-.005	.014
	PREDICTION CONSTANT: 80.03		PER CENT OF EXPLAINED VARIANCE: 24.0
	STANDARD ERROR OF ESTIMATE: 1.94		

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
	FEDUC	1.020	.146
II	TSEX	1.289	.018
UNDERSTANDING	HOUSING	.304	.017
OTHERS	TSTABL	-.470	.017
	TCAREER	.116	.017
	PREDICTION CONSTANT: 26.38		PER CENT OF EXPLAINED VARIANCE: 33.7
	STANDARD ERROR OF ESTIMATE: 1.27		

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
	FEDUC	1.183	.081
III-V	RACE	1.148	.050
BASIC	HOUSING	.624	.037
SKILLS:	MOCC	.023	.014
VERBAL	ATTEND	.704	.012
	PREDICTION CONSTANT: .35		PER CENT OF EXPLAINED VARIANCE: 47.6
	STANDARD ERROR OF ESTIMATE: 1.51		

TABLE 6 (continued)

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
III-M BASIC SKILLS: MATH	RACE	1.333	.085
	FEDUC	.784	.031
	TPPOS	.186	.026
	FAMSES	.028	.016
	INSEXADM	-.005	.015
	BOOKSP	.012	.015
	PREDICTION CONSTANT:	8.01	PER CENT OF EXPLAINED VARIANCE: 46.9
	STANDARD ERROR OF ESTIMATE:	1.24	
IV INTEREST IN SCHOOL	MEDUC	2.022	.052
	TCLPRAC	.153	.033
	LOCATION	.253	.019
	FAMSES	-.037	.014
	TSEX	-1.824	.012
	ENROLL	.001	.010
	PREDICTION CONSTANT:	48.14	PER CENT OF EXPLAINED VARIANCE: 17.9
	STANDARD ERROR OF ESTIMATE:	2.53	
V CITIZENSHIP	FEDUC	3.573	.074
	RACE	3.741	.040
	TEXPER	.168	.019
	SEX	8.972	.015
	HOUSING	1.247	.011
	PREDICTION CONSTANT:	108.66	PER CENT OF EXPLAINED VARIANCE: 23.9
	STANDARD ERROR OF ESTIMATE:	6.59	

TABLE 6 (continued)

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
	MEDUC	2.007	.119
VI	RACE	1.835	.090
HEALTH	HOUSING	.658	.031
HABITS	BOOKSP	.017	.015
	TEXPER	.043	.011
	TSEX	1.616	.011
	PREDICTION CONSTANT:	5.85	PER CENT OF EXPLAINED VARIANCE: 47.0
	STANDARD ERROR OF ESTIMATE:	1.79	

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
	FEDUC	3.403	.141
	RACE	3.162	.054
VII	TEXPER	.122	.019
CREATIVITY	SEX	6.878	.018
	ENROLL	.003	.013
	TCAREER	.297	.010
	PREDICTION CONSTANT:	94.24	PER CENT OF EXPLAINED VARIANCE: 31.4
	STANDARD ERROR OF ESTIMATE:	4.44	

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
	FAMSES	.055	.183
VIII	RACE	1.236	.106
VOCATIONAL	PCTMW	-2.067	.026
DEVELOPMENT	TAGE	.116	.019
	TSTABL	-.422	.013
	PREDICTION CONSTANT:	53.74	PER CENT OF EXPLAINED VARIANCE: 37.6
	STANDARD ERROR OF ESTIMATE:	1.26	

TABLE 6 (continued)

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
IX APPRECIATING HUMAN ACCOMPLISH-MENT	SEX	3.607	.057
	TCAREER	.172	.039
	LOCATION	.155	.023
	SUBSIDY	.003	.012
	TLOCALE	.330	.008
	PREDICTION CONSTANT: 42.54		PER CENT OF EXPLAINED VARIANCE: 13.1
	STANDARD ERROR OF ESTIMATE:	1.46	

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
X PREPARING FOR A CHANGING WORLD	TAGE	-.434	.029
	FEDUC	1.071	.023
	TCAREER	.308	.013
	GUIDANCE	1.045	.011
	SEX	-4.363	.010
	PREDICTION CONSTANT: 102.65		PER CENT OF EXPLAINED VARIANCE: 8.3
	STANDARD ERROR OF ESTIMATE:	4.41	

TABLE 7
REGRESSION WEIGHTS, CONDITION VARIABLES AND
EXPLAINED VARIANCE FOR EQA GOAL INSTRUMENTS: GRADE 11

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
	REACTL	-.577	.094
	TEDUC	1.939	.070
	RACE	-1.343	.067
	VALUES	2.482	.053
	TSALARY	-.0008	.051
I	TSTABL	1.581	.048
SELF	LOCATION	.273	.039
UNDERSTANDING	EFFORT	.096	.038
	POSTGRAD	-.027	.030
	COUNSEL	.869	.024
	ENROLL	.0005	.020
	HOUSING	.401	.014
	TMEDUC	.402	.012
	GUIDANCE	204.758	.010
	PREDICTION CONSTANT: 68.36		PER CENT OF EXPLAINED VARIANCE: 68.6
	STANDARD ERROR OF ESTIMATE: 0.97		

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
	VALUES	4.648	.119
	LOCATION	.454	.101
	PCTMW	5.327	.052
	TCOLLEGE	-2.318	.050
II	MORESB	1.777	.047
UNDERSTANDING	TFOCC	.525	.046
OTHERS	TMEDUC	.773	.029
	TEXPER	.116	.029
	STAFFP	39.269	.026
	TCAREER	-.279	.022
	EFFORT	.084	.022
	DISCREP	-.359	.018
	BOOKSP	-.045	.011
	PREDICTION CONSTANT: 63.16		PER CENT OF EXPLAINED VARIANCE: 71.9
	STANDARD ERROR OF ESTIMATE: 1.11		

TABLE 7 (continued)

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
III-V BASIC SKILLS: VERBAL	FOCC	.129	.144
	OCEXPECT	-.166	.048
	POSTGRAD	.029	.032
	TEXPER	.087	.030
	STAFFP	29.636	.025
	HOUSING	.497	.023
	LOCATION	-.277	.021
	OCDESIRE	.125	.020
	VALUES	1.479	.018
	HOLDING	.029	.012
	PREDICTION CONSTANT: -.09		PER CENT OF EXPLAINED VARIANCE: 80.6
	STANDARD ERROR OF ESTIMATE: .79		

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
III-M BASIC SKILLS MATH	FOCC	.097	.105
	RACE	1.499	.094
	POSTGRAD	.042	.071
	MORESB	.836	.021
	LOCATION	-.228	.019
	TSATISF	.135	.018
	PCTMW	2.129	.012
	PREDICTION CONSTANT: -.39		PER CENT OF EXPLAINED VARIANCE: 78.4
	STANDARD ERROR OF ESTIMATE: .82		

TABLE 7 (continued)

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
	GUIDANCE	1371.91	.081
	LIBRARY	3.390	.067
	TPPOS	-1.866	.050
	TSATISF	.460	.035
	MORESB	2.877	.032
IV	HOLDING	.107	.028
INTEREST	POSTGRAD	-.056	.027
IN SCHOOL	MOCC	.095	.025
	PCTMW	7.268	.023
	ATTEND	2.483	.022
	TAGE	.889	.021
	VALUES	3.105	.014
	INSEXADM	-.003	.012
	TSTABL	1.634	.009
	PREDICTION CONSTANT: 23.71		PER CENT OF EXPLAINED VARIANCE: 53.0
	STANDARD ERROR OF ESTIMATE: 2.81		

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
	OCEXPECT	-.686	.075
	TAGE	1.755	.075
	VALUES	9.207	.069
	LIBRARY	4.746	.065
	ATTEND	4.731	.036
	OCDESIRE	.516	.034
V	TMEDUC	2.468	.033
CITIZENSHIP	RACE	2.812	.030
	TSALARY	-.0014	.023
	STAFFP	103.376	.021
	TLOCALE	2.807	.016
	ENROLL	.0012	.013
	TCOLLEGE	-3.070	.011
	GUIDANCE	669.145	.011
	HOUSING	.745	.006
	PREDICTION CONSTANT: 67.95		PER CENT OF EXPLAINED VARIANCE: 67.1
	STANDARD ERROR OF ESTIMATE: 3.35		

TABLE 7 (continued)

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
	MORESB	8.498	.109
	FAMSES	.110	.075
	TEDUC	3.310	.072
	LOCATION	.847	.070
VI	TMEDUC	1.669	.041
HEALTH	MORESG	-5.250	.027
HABITS	RACE	1.545	.024
	VALUES	3.674	.024
	TLOCALE	2.071	.022
	SEX	7.390	.018
	LIBRARY	-1.331	.014
	ATTEND	1.666	.012
	ENROLL	-.0006	.009
	PREDICTION CONSTANT: 44.85		PER CENT OF EXPLAINED VARIANCE: 75.4
	STANDARD ERROR OF ESTIMATE:	1.80	

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
	OCDESIRE	.115	.080
VII-P	INSEXADM	.006	.045
CREATIVE	ENROLL	-.0005	.043
POTENTIAL	FAMSES	.038	.040
	ATTEND	-1.264	.031
	PREDICTION CONSTANT: 54.37		PER CENT OF EXPLAINED VARIANCE: 60.6
	STANDARD ERROR OF ESTIMATE	1.11	

TABLE 7 (continued)

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
	TSTABL	-4.292	.144
	RACE	-2.816	.123
	OCEXPECT	.194	.089
	SEX	-10.352	.053
VII-O	EFFORT	-.185	.050
CREATIVE	LIBRARY	1.877	.034
OUTPUT	PCTMW	-5.938	.028
	MORESG	-1.997	.022
	LOCATION	-.427	.018
	TAGE	.358	.016
	TEDUC	-1.246	.012
	SUBSIDY	.007	.011
	HOUSING	-.338	.003
	PREDICTION CONSTANT:	184.51	PER CENT OF EXPLAINED VARIANCE: 68.6
	STANDARD ERROR OF ESTIMATE:	1.65	

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
	OCEXPECT	-.064	.068
	FOCC	,052	.063
	TFOCC	.375	.059
	VALUES	1.987	.057
VIII	TEXPER	.083	.047
VOCATIONAL	REACTL	.298	.045
DEVELOPMENT	POSTGRAD	.023	.036
	SEX	3.788	.035
	DISCREP	-.292	.022
	TMEDUC	.318	.015
	TSATISF	.116	.015
	STAFFP	10.805	.006
	PREDICTION CONSTANT:	63.94	PER CENT OF EXPLAINED VARIANCE: 70.1
	STANDARD ERROR OF ESTIMATE:	.71	

TABLE 7 (continued)

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
	MORESB	3.812	.068
	ATTEND	3.668	.060
	STAFFP	86.952	.052
IX	VALUES	5.583	.051
APPRECIATING	RECIDEM	1.935	.045
HUMAN	FAMSES	.098	.043
ACCOMPLISHMENTS	TSTABL	2.922	.038
	OCDESIRE	.335	.032
	TPPOS	-.862	.032
	PCTMW	6.836	.021
	TCOLLEGE	-2.575	.021
	OCEXPECT	-.192	.014
	RACE	1.103	.013
	PERDICTION CONSTANT:	80.36	PER CENT OF EXPLAINED VARIANCE: 71.0
	STANDARD ERROR OF ESTIMATE:	1.99	

GOAL INSTRUMENT	VARIABLES USED TO PREDICT SCHOOL MEAN	REGRESSION WEIGHT FOR EACH VARIABLE	SQUARE OF SEMIPARTIAL CORRELATION COEFFICIENT
	VALUES	10.739	.241
	GUIDANCE	-849.062	.062
	BOOKSP	.130	.047
	TCLPRACT	-.255	.037
	TSATISF	-.413	.035
X	TCOLLEGE	-2.783	.033
PREPARING	TSALARY	-.001	.030
FOR A CHANGING	MORESG	-2.382	.023
WORLD	RACE	1.295	.020
	DISCREP	-.707	.020
	MOCC	.073	.020
	FAMSES	.050	.016
	TEXPER	.154	.016
	TCAREER	-.364	.014
	INNOVATE	.049	.011
	PREDICTION CONSTANT:	95.94	PER CENT OF EXPLAINED VARIANCE: 63.0
	STANDARD ERROR OF ESTIMATE:	2.04	

STUDENT DISTRIBUTIONS

A school mean alone disguises much about student performance on a given goal. Did all the students score close to the school mean or were the student scores widely divergent? Indeed, very different student distributions could result in similar mean scores.

State Norm

With this in mind, student scores from the Phase II normative sample were rank-ordered high to low and divided into five equal categories representing the scores obtained by the top 20 per cent of students in the state, the next 20 per cent, down to the lowest-scoring 20 per cent of students. (In many cases since a student score was a whole number, slightly more--or less--than 20 per cent of the students scored at the point or above and a 19, 21 or 22 may appear.)

EQA Category

Because distributions comprising a cross section of students throughout the state might not be equally relevant to all schools, the question may arise: In what way do the student distributions of higher-scoring schools differ from those of lower-scoring schools? To answer this question the following procedure was carried out.

For each of the inventories for 5th and 11th grades, the Phase II schools were partitioned into five groups according to their mean on that instrument. The five school groupings were:

GROUPING	CRITERION FOR INCLUSION IN GROUP
Very High	Schools scoring more than 1.5 S.D. above the state average
High	Schools scoring .5 to 1.5 S.D. above the state average
Middle	Schools scoring .5 S.D. above the state average to .5 S.D. below it

Low	Schools scoring .5 to 1.5 S.D. below the state average
Very Low	Schools scoring more than 1.5 S.D. below the state average

Separate student distributions were then computed for each of the five school groupings (Appendices K and L).

School Prediction

The predicted mean score for a school falls into one of the five EQA categories. The SCHOOL PREDICTION column states the category and the student distribution for the schools so classified.

School Actual

The SCHOOL ACTUAL column states the EQA category into which the actual school mean falls and the actual distribution of student scores for the school.

KEY ITEMS

Statements that have a high item-to-total correlation or others of interest were selected from the goal instruments to suggest the type of items that comprise the questionnaire and to reveal to school personnel exactly what student responses resulted in the school mean and student distribution.*

One may have a personal criterion in mind as to how one would expect or desire students to reply to a given item. Moreover, to enable school personnel to compare the responses of their students to those throughout the state, the percentages stated under KEY ITEMS in the sample school reports which follow represent the percentage responses over the entire state sample.

For goal areas which are of particular interest to a school, student responses to all items are available at the EQA Bureau office.

* Percentages may not total 100 because of rounding or because all students did not mark a valid response to that item.

****** GOAL I - SELF-UNDERSTANDING ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	21%		
61 - 80	19%		
41 - 60	20%		
21 - 40	21%		
20 OR BELOW	19%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS: LIKE ME	UNLIKE ME
MY PARENTS UNDERSTAND ME.	73%	21%
THERE ISN'T MUCH OF A CHANCE FOR A PERSON LIKE ME TO SUCCEED IN LIFE.	29%	67%
I'M PROUD OF MY SCHOOL WORK.	65%	31%

****** GOAL II - UNDERSTANDING OTHERS ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	20%		
61 - 80	20%		
41 - 60	21%		
21 - 40	20%		
20 OR BELOW	19%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS: I WOULD LIKE IT	I WOULDN'T MIND IT	I WOULD RATHER NOT	I WOULD DISLIKE IT	I CANNOT SAY
HOW WOULD YOU FEEL ABOUT SITTING IN CLASS NEXT TO A PERSON WHOSE SKIN COLOR IS DIFFERENT FROM YOUR OWN?	15%	60%	6%	4%	11%
HOW WOULD YOU FEEL ABOUT SITTING IN CLASS NEXT TO A PERSON WHOSE IDEAS ABOUT GOD ARE VERY DIFFERENT FROM YOUR OWN?	9%	46%	10%	11%	20%
HOW WOULD YOU FEEL ABOUT SITTING IN CLASS NEXT TO A PERSON WHOSE FAMILY IS MUCH POORER THAN YOURS?	12%	55%	6%	7%	16%

****** GOAL III - BASIC SKILLS: VERBAL ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	18%		
61 - 80	20%		
41 - 60	19%		
21 - 40	22%		
20 OR BELOW	21%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS

GOAL III-V HAS NO KEY ITEMS

****** GOAL III - BASIC SKILLS: MATH ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	21%		
61 - 80	22%		
41 - 60	17%		
21 - 40	21%		
20 OR BELOW	19%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS

GOAL III-M HAS NO KEY ITEMS

****** GOAL IV - INTEREST IN SCHOOL ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	20%		
61 - 80	19%		
41 - 60	21%		
21 - 40	20%		
20 OR BELOW	20%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS				
	ALMOST ALWAYS	OFTEN	SOMETIMES	SELDOM	ALMOST NEVER
I LIKE SCHOOL.	35%	14%	22%	9%	15%
OUR SCHOOL BUILDING IS NICE TO BE IN.	37%	19%	22%	9%	9%

****** GOAL V - CITIZENSHIP ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	20%		
61 - 80	20%		
41 - 60	20%		
21 - 40	20%		
20 OR BELOW	20%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS				
	NEVER	VERY SELDOM	SOMETIMES	MOST OF THE TIME	ALWAYS
IF A STORE CLERK GAVE ME TOO MUCH CHANGE, I WOULD RETURN THE EXTRA MONEY.	9%	7%	12%	13%	55%
	DISAGREE STRONGLY	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	AGREE STRONGLY
IT'S OKAY TO BREAK A SCHOOL RULE IF EVERYONE ELSE IS BREAKING IT.	49%	22%	14%	10%	9%

****** GOAL VI - HEALTH HABITS ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	18%		
61 - 80	23%		
41 - 60	18%		
21 - 40	20%		
20 OR BELOW	21%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS	
WHICH OF THE FOLLOWING IS NOT LIKELY AN EFFECT OF SMOKING?		
	A. SHORTNESS OF BREATH	9%
	B. LUNG CANCER	23%
	C. GOOD APPETITE	64%
WHEN SHOULD BOYS AND GIRLS HAVE A HEALTH EXAMINATION?		
	A. ONLY WHEN THEY ARE SICK	10%
	B. ONLY WHEN THEIR PARENTS CAN AFFORD IT	13%
	C. AT LEAST EVERY THREE YEARS	73%

****** GOAL VII - CREATIVITY ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	20%		
61 - 80	20%		
41 - 60	20%		
21 - 40	20%		
20 OR BELOW	20%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS				
	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
PICTURES OF GRASS SHOULD BE COLORED ONLY GREEN.	13%	16%	16%	31%	23%
I ENJOY LEARNING HOW TO DO SOMETHING IN A NEW AND DIFFERENT WAY.	34%	37%	14%	6%	4%

****** GOAL VIII - VOCATIONAL DEVELOPMENT ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	20%		
61 - 80	23%		
41 - 60	17%		
21 - 40	20%		
20 OR BELOW	20%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS: TRUE	FALSE
YOU GET INTO AN OCCUPATION MOSTLY BY CHANCE.	37%	57%
I HAVE LITTLE OR NO IDEA WHAT WORKING WILL BE LIKE.	48%	48%

****** GOAL IX - APPRECIATING HUMAN ACCOMPLISHMENTS ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	21%		
61 - 80	20%		
41 - 60	21%		
21 - 40	17%		
20 OR BELOW	21%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS: YES	NO	CANNOT SAY
WOULD YOU LIKE TO TAKE PART IN MUSICAL ACTIVITIES?	48%	31%	17%
WOULD YOU LIKE TO VISIT A THEATER TO SEE A PLAY?	80%	8%	8%

****** GOAL X - PREPARING FOR A CHANGING WORLD ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	20%		
61 - 80	19%		
41 - 60	21%		
21 - 40	20%		
20 OR BELOW	20%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS: I LIKE IT	I CANNOT SAY	I DO NOT LIKE IT
IN 1989 THERE WILL BE NO ATTENDANCE RULES. PUPILS CAN USE THE SCHOOL BUILDING AS MANY DAYS EACH YEAR AS THEY WISH. PUPILS CAN COME AND GO ANYTIME.	44%	15%	37%
IN 1989 THERE WILL BE NO REQUIRED SUBJECTS. PUPILS CAN TAKE ANY SUBJECTS THEY WISH TO TAKE.	54%	16%	24%

****** GOAL I - SELF-UNDERSTANDING ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	19%		
61 - 80	20%		
41 - 60	22%		
21 - 40	19%		
20 OR BELOW	20%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS: LIKE ME	UNLIKE ME
MY PARENTS UNDERSTAND ME.	52%	42%
THERE ISN'T MUCH OF A CHANCE FOR A PERSON LIKE ME TO SUCCEED IN LIFE.	10%	85%
I'M PROUD OF MY SCHOOL WORK.	49%	45%

****** GOAL II - UNDERSTANDING OTHERS ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	19%	17%	
61 - 80	22%	22%	
41 - 60	18%	18%	
21 - 40	20%		
20 OR BELOW	21%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS: I WOULD LIKE IT	I WOULDN'T MIND IT	I WOULD RATHER NOT	I WOULD DISLIKE IT	I CANNOT SAY
HOW WOULD YOU FEEL ABOUT SITTING IN CLASS NEXT TO A PERSON WHOSE SKIN COLOR IS DIFFERENT FROM YOUR OWN?	9%	78%	2%	3%	3%
HOW WOULD YOU FEEL ABOUT SITTING IN CLASS NEXT TO A PERSON WHOSE IDEAS ABOUT GOD ARE VERY DIFFERENT FROM YOUR OWN?	6%	76%	3%	4%	7%
HOW WOULD YOU FEEL ABOUT SITTING IN CLASS NEXT TO A PERSON WHOSE FAMILY IS MUCH POORER THAN YOURS?	6%	82%	2%	2%	3%

****** GOAL III - BASIC SKILLS: VERBAL ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	21%		
61 - 80	22%		
41 - 60	19%		
21 - 40	21%		
20 OR BELOW	17%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS

GOAL III-V HAS NO KEY ITEMS

****** GOAL III - BASIC SKILLS: MATH ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	21%		
61 - 80	23%		
41 - 60	19%		
21 - 40	17%		
20 OR BELOW	20%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS

GOAL III-M HAS NO KEY ITEMS

****** GOAL IV - INTEREST IN SCHOOL ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	21%		
61 - 80	19%		
41 - 60	20%		
21 - 40	20%		
20 OR BELOW	20%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS				
	ALMOST ALWAYS	OFTEN	SOMETIMES	SELDOM	ALMOST NEVER
I LIKE SCHOOL.	20%	15%	35%	8%	15%
OUR SCHOOL BUILDING IS NICE TO BE IN.	26%	18%	28%	9%	13%
		YES	UNCERTAIN	NO	
I WOULD LIKE TO QUIT SCHOOL NOW OR AS SOON AS I AM 16.		3%	5%	87%	

****** GOAL V - CITIZENSHIP ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	20%		
61 - 80	20%		
41 - 60	20%		
21 - 40	20%		
20 OR BELOW	20%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS				
	NEVER	VERY SELDOM	SOMETIMES	MOST OF THE TIME	ALWAYS
IF A STORE CLERK GAVE ME TOO MUCH CHANGE, I WOULD RETURN THE EXTRA MONEY.	13%	11%	18%	22%	31%
	DISAGREE STRONGLY	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	AGREE STRONGLY
IT'S OKAY TO BREAK A SCHOOL RULE IF EVERYONE ELSE IS BREAKING IT.	41%	21%	22%	6%	4%

****** GOAL VI - HEALTH HABITS ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	19%		
61 - 80	21%		
41 - 60	20%		
21 - 40	20%		
20 OR BELOW	20%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS	
THE BEST TIME TO VISIT A DENTIST IS:		
	A. WHEN YOU THINK YOU NEED TREATMENT	5%
	B. WHEN YOU KNOW YOU NEED TREATMENT	4%
	C. AT REGULAR INTERVALS	80%
	D. AT THE FIRST SIGN OF A TOOTHACHE	3%
	E. WHEN YOU CAN'T STOP A TOOTHACHE	2%
JOHN PURCHASED A SECOND-HAND CAR WHICH WAS IN EXCELLENT CONDITION. IF YOU WERE JOHN, YOU WOULD CONSIDER IT POOR SAFETY PRACTICE TO:		
	A. KEEP REGULAR CHECK ON THE CAR'S MECHANICAL CONDITION	8%
	B. REFUSE TO PICK UP HITCHHIKERS	8%
	C. BE COURTEOUS TO OTHERS USING THE ROAD	6%
	C. DRIVE CONSISTENTLY AT A VERY LOW SPEED	62%
	E. DRIVE ONLY WHEN ALERT	6%

****** GOAL VII-P - CREATIVE POTENTIAL ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	19%		
61 - 80	19%		
41 - 60	20%		
21 - 40	23%		
20 OR BELOW	19%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS	
HOW OFTEN DO YOU LIKE TO FOOL AROUND WITH NEW IDEAS, EVEN IF THEY TURN OUT TO BE A TOTAL WASTE OF TIME?		
	A. ALMOST ALWAYS	12%
	B. FREQUENTLY	30%
	C. SOMETIMES	35%
	D. RARELY	12%
	E. NEVER	5%
HOW CREATIVE DO YOU FEEL YOU ARE? HOW ABLE ARE YOU TO COME UP WITH NEW IDEAS THAT WORK?		
	A. HIGHLY CREATIVE	7%
	B. SOMEWHAT MORE CREATIVE THAN MOST	21%
	C. MODERATELY CREATIVE	46%
	D. SOMEWHAT LESS CREATIVE THAN MOST	15%
	E. NOT VERY CREATIVE	6%

****** GOAL VII-O - CREATIVE OUTPUT ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	20%		
61 - 80	20%		
41 - 60	19%		
21 - 40	22%		
20 OR BELOW	19%		

EQA CATEGORY

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS
GOAL VII-O HAS NO KEY ITEMS	

****** GOAL VIII - VOCATIONAL DEVELOPMENT ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	22%		
61 - 80	21%		
41 - 60	20%		
21 - 40	19%		
20 OR BELOW	18%		

EQA CATEGORY

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS TRUE	FALSE
YOU GET INTO AN OCCUPATION MOSTLY BY CHANCE.	13%	80%
I HAVE LITTLE OR NO IDEA WHAT WORKING WILL BE LIKE.	20%	73%

****** GOAL IX - APPRECIATING HUMAN ACCOMPLISHMENTS ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	20%		20%
61 - 80	20%		20%
41 - 60	20%		20%
21 - 40	20%		
20 OR BELOW	20%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS		
	YES	MAYBE	NO
IF YOU HAD THE OPPORTUNITY, WOULD YOU LIKE TO ATTEND A SYMPHONY CONCERT?	24%	26%	44%
	AGREE	CANNOT SAY	DISAGREE
MOST WORKS OF ART ARE TOO DIFFICULT TO UNDERSTAND.	24%	39%	32%

****** GOAL X - PREPARING FOR A CHANGING WORLD ******

STUDENT DISTRIBUTION

PERCENTILE RANK	STATE NORM	SCHOOL PREDICTION	SCHOOL ACTUAL
81 OR ABOVE	21%		
61 - 80	20%		
41 - 60	19%		
21 - 40	20%		
20 OR BELOW	20%		
EQA CATEGORY			

KEY ITEMS

QUESTIONNAIRE STATEMENTS	RESPONSE OPTIONS		
	I ACCEPT IT	I CANNOT SAY	I DO NOT ACCEPT IT
IN 1989 THERE WILL BE NO ATTENDANCE RULES. PUPILS CAN USE THE SCHOOL BUILDING AS MANY DAYS EACH YEAR AS THEY WISH. PUPILS CAN COME AND GO ANYTIME.	35%	12%	46%
IN 1989 THERE WILL BE NO REQUIRED SUBJECTS. PUPILS CAN TAKE ANY SUBJECTS THEY WISH.	53%	12%	29%

PERCENTAGE OF RESPONSES ON STUDENT INFORMATION ITEMS

As was earlier noted, some of the condition variable data were obtained from student responses to items on the questionnaire. In order to validate student-reported scores, their responses to selected questions are included. Other items were selected for reporting to give additional insight into student perceptions and attitudes. The percentages cited on the following sample school reports are the responses from the overall state sample.

In order to determine the occupational interests and needs of the students, schools may be interested in the percentage of 11th grade students responding to the occupation they desire and the occupation they expect to follow. Therefore, student distributions for these two variables are attached to the high school reports. The coding numbers of the occupations are identified on the chart in Appendix M. The values represent the percentage of students choosing the occupation.

4. PERCENTAGE OF RESPONSES ON PUPIL INFORMATION ITEMS

THIS YEAR, ARE YOU IN ANY CLASSES OR SCHOOL ACTIVITIES WITH PUPILS WHOSE RACE IS DIFFERENT FROM YOUR OWN?

YES	42%
NO	55%

****

IN WHAT TYPE OF COMMUNITY ARE YOU NOW LIVING?

IN THE OPEN COUNTRY OR IN A FARMING COMMUNITY	18%
IN A SMALL TOWN (LESS THAN 10,000 PEOPLE) THAT IS NOT A SUBURB	21%
INSIDE A MEDIUM SIZE CITY (10,000 TO 100,000 PEOPLE)	17%
IN A SUBURB OF A MEDIUM SIZE CITY	8%
INSIDE A LARGE CITY(100,000 TO 500,000 PEOPLE)	8%
IN A SUBURB OF A LARGE CITY	7%
IN A VERY LARGE CITY (OVER 500,000 PEOPLE)	7%
IN A SUBURB OF A VERY LARGE CITY	7%

****

WHICH OF THE FOLLOWING BEST DESCRIBES YOU?

BLACK	6%
WHITE	83%
AMERICAN INDIAN	3%
ORIENTAL	1%
PUERTO RICAN	1%
OTHER	2%

****

HOW OFTEN ARE YOU ABLE TO USE THE SCHOOL LIBRARY?

AS OFTEN AS I NEED TO	34%
FREQUENTLY, BUT NOT AS OFTEN AS I WOULD LIKE TO	15%
ONLY TWO OR THREE DAYS A WEEK	11%
ONLY WHEN MY CLASS IS SCHEDULED FOR LIBRARY WORK	31%
THERE IS NO LIBRARY IN THIS SCHOOL	4%

****

HOW MANY DAYS WERE YOU ABSENT DURING THE PAST SCHOOL YEAR?

NONE	30%
1-5 DAYS	40%
6-10 DAYS	12%
11-15 DAYS	6%
MORE THAN 15 DAYS	8%

4. PERCENTAGE OF RESPONSES ON STUDENT INFORMATION ITEMS

WHICH OF THE FOLLOWING BEST DESCRIBES YOU?

BLACK	7%
WHITE	83%
AMERICAN INDIAN	1%
ORIENTAL	2.5%
PUERTO RICAN	2.5%
OTHER	2%

****

THIS YEAR, ARE YOU IN ANY CLASSES OR SCHOOL ACTIVITIES WITH PUPILS WHOSE RACE IS DIFFERENT FROM YOUR OWN?

YES	57%
NO	36%

****

IN WHAT TYPE OF COMMUNITY ARE YOU NOW LIVING?

IN THE OPEN COUNTRY OR IN A FARMING COMMUNITY	18%
IN A SMALL TOWN (LESS THAN 10,000 PEOPLE) THAT IS NOT A SUBURB	21%
INSIDE A MEDIUM SIZE CITY (10,000 TO 100,000 PEOPLE)	17%
IN A SUBURB OF A MEDIUM SIZE CITY	8%
INSIDE A LARGE CITY(100,000 TO 500,000 PEOPLE)	8%
IN A SUBURB OF A LARGE CITY	7%
IN A VERY LARGE CITY (OVER 500,000 PEOPLE)	7%
IN A SUBURB OF A VERY LARGE CITY	7%

****

HOW OFTEN ARE YOU ABLE TO USE THE SCHOOL LIBRARY?

AS OFTEN AS I NEED TO	66%
FREQUENTLY, BUT NOT AS OFTEN AS I WOULD LIKE TO	9%
ONLY TWO OR THREE DAYS A WEEK	7%
ONLY WHEN MY CLASS IS SCHEDULED FOR LIBRARY WORK	10%
THERE IS NO LIBRARY IN THIS SCHOOL	1%

****

HOW OFTEN ARE YOU ABLE TO TALK TO YOUR GUIDANCE COUNSELOR ABOUT A CONCERN?

WHENEVER I NEED TO	70%
OFTEN, BUT NOT AS FREQUENTLY AS I WOULD LIKE TO	9%
ONLY WHEN MAKING OUT A CLASS SCHEDULE	8%
ONLY DURING A GROUP GUIDANCE SESSION	4%
THIS SCHOOL DOES NOT HAVE A GUIDANCE COUNSELOR	2%

****

AMONG THE QUALITIES LISTED BELOW, WHAT IS THE SINGLE BEST WAY TO GET TO BE IMPORTANT AND LOOKED UP TO BY OTHER STUDENTS IN THIS SCHOOL?

	FOR BOY	FOR GIRL
BEING BRIGHT, WELL-INFORMED, AND INTERESTING	29%	22%
DOING WELL IN SCHOOL (GRADES, TESTS, LEARNING)	5%	4%
BEING AN ATHLETIC STAR OR CHEERLEADER	25%	7%
COMING FROM THE RIGHT FAMILY	2%	2%
BEING ATTRACTIVE (GOOD-LOOKING, FUN TO BE WITH)	31%	58%

****

AMONG THE QUALITIES LISTED BELOW, WHAT DO YOU FEEL IS MOST IMPORTANT TO YOU PERSONALLY, REGARDLESS OF WHAT OTHERS MAY CHOOSE?

BEING BRIGHT, WELL-INFORMED, AND INTERESTING	38%
DOING WELL IN SCHOOL (GRADES, TESTS, LEARNING)	15%
BEING AN ATHLETIC STAR OR CHEERLEADER	4%
COMING FROM THE RIGHT FAMILY	3%
BEING ATTRACTIVE (GOOD-LOOKING, FUN TO BE WITH)	28%

****

HOW MANY DAYS WERE YOU ABSENT DURING THE PAST SCHOOL YEAR?

NONE	10%
1-5 DAYS	41%
6-10 DAYS	20%
11-15 DAYS	10%
MORE THAN 15 DAYS	11%

****
****
****

END OUTPUT FOR ALL SCHOOLS-GR.11 ID = 999.

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****
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Appendices

APPENDIX A

PENNSYLVANIA SCHOOL NORMS-GRADE 5

PERCENTILE DISTRIBUTION	Percentile Rank	INSTRUMENT: SELF UNDERSTANDING	UNDERSTANDING OTHERS	BASIC SKILLS: VERBAL	BASIC SKILLS: MATH	INTEREST IN SCHOOL	CITIZENSHIP	HEALTH HABITS	CREATIVITY	VOCATIONAL DEVELOPMENT	APPRECIATING HUMAN ACCOMPLISHMENT	PREPARING FOR A CHANGING WORLD	Percentile Rank
	Above												Above
	95	90.95	34.75	19.10	20.18	62.75	171.12	31.96	145.67	62.57	54.21	108.80	95
	90	89.94	34.23	18.39	19.74	61.88	168.65	31.16	144.46	61.87	53.76	106.52	90
	85	89.19	33.82	17.83	19.32	61.15	167.22	30.54	143.28	61.42	53.33	105.07	85
	80	88.74	33.59	17.48	19.05	60.70	166.37	30.23	142.34	61.14	53.00	104.19	80
	75	88.32	33.36	17.13	18.78	60.25	165.53	29.91	141.48	60.87	52.66	103.31	75
	70	87.94	33.12	16.82	18.51	59.82	164.69	29.59	140.62	60.63	52.47	102.63	70
	65	87.64	32.92	16.62	18.33	59.51	163.85	29.29	139.88	60.46	52.31	102.03	65
	60	87.35	32.73	16.41	18.15	59.21	163.03	29.02	139.20	60.29	52.16	101.43	60
	55	87.06	32.54	16.21	17.97	58.90	162.21	28.75	138.53	60.12	52.00	100.84	55
	50	**86.78**	**32.34**	**16.01**	**17.78**	**58.60**	**161.39**	**28.48**	**137.85**	**59.94**	**51.85**	**100.34**	**50**
	45	86.50	32.17	15.78	17.59	58.28	160.57	28.21	137.17	59.76	51.69	99.85	45
	40	86.22	32.00	15.51	17.35	57.96	159.40	27.85	136.49	59.57	51.52	99.36	40
	35	85.94	31.83	15.25	17.11	57.64	158.01	27.48	135.80	59.38	51.36	98.87	35
	30	85.65	31.66	14.99	16.88	57.32	156.62	27.11	135.12	59.19	51.19	98.37	30
	25	85.37	31.44	14.65	16.62	56.96	155.12	26.67	134.18	58.95	51.03	97.81	25
	20	85.09	31.12	.30	16.35	56.43	153.61	26.19	133.17	58.63	50.73	97.26	20
	15	84.80	30.80	13.69	16.08	55.89	151.79	25.68	132.09	58.32	50.42	96.70	15
	10	84.20	30.28	13.29	15.53	54.98	149.57	24.91	130.56	57.81	50.03	96.03	10
	5	83.31	29.64	12.54	14.43	53.36	146.40	23.73	128.06	57.18	49.46	94.10	5
	Below												Below
STATE MEAN		86.90	32.33	15.91	17.66	58.45	160.25	28.20	137.64	59.90	51.80	100.76	
STANDARD DEVIATION		2.21	1.56	1.89	1.69	2.78	7.49	2.44	5.32	1.60	1.60	4.57	

APPENDIX B

PENNSYLVANIA SCHOOL NORMS - GRADE 11

PERCENTILE DISTRIBUTION	Percentile Rank	INSTRUMENT												Percentile Rank
		SELF UNDERSTANDING	UNDERSTANDING OTHERS	BASIC SKILLS: VERBAL	BASIC SKILLS: MATH	INTEREST IN SCHOOL	CITIZENSHIP	HEALTH HABITS	CREATIVE POTENTIAL	CREATIVE OUTPUT	VOCATIONAL DEVELOPMENT	APPRECIATING HUMAN ACCOMPLISHMENTS	PREPARING FOR A CHANGING WORLD	
	Above													Above
	95	91.59	94.73	19.40	21.04	99.42	175.86	126.64	62.95	141.33	85.36	165.05	110.03	95
	90	90.79	93.86	18.57	19.81	97.77	173.69	125.90	62.29	139.97	84.99	163.20	109.12	90
	85	90.41	93.14	18.08	19.58	96.66	172.45	125.23	61.89	139.28	84.73	161.92	108.50	85
	80	90.18	92.84	17.58	19.35	95.54	171.78	124.65	61.69	138.83	84.56	161.36	108.14	80
	75	89.96	92.55	17.08	19.12	94.84	171.10	124.19	61.48	138.38	84.39	160.81	107.78	75
	70	89.74	92.26	16.83	18.91	94.39	170.43	123.73	61.28	137.94	84.22	160.27	107.41	70
	65	89.56	91.95	16.58	18.72	93.95	169.68	123.26	61.06	137.49	84.10	159.80	107.04	65
	60	89.38	91.63	16.34	18.53	93.50	168.89	122.62	60.82	137.05	83.99	159.33	106.65	60
	55	89.20	91.31	16.17	18.35	93.11	168.10	121.95	60.58	136.70	83.87	158.86	106.26	55
	50	**89.02**	**91.10**	**16.05**	**18.18**	**92.78**	**167.38**	**121.41**	**60.35**	**136.46**	**83.76**	**158.42**	**105.87**	**50**
	45	88.82	90.90	15.92	17.98	92.44	166.75	121.06	60.09	136.21	83.64	157.98	105.50	45
	40	88.61	90.69	15.80	17.81	92.11	166.12	120.71	59.84	135.96	83.46	157.54	105.13	40
	35	88.41	90.48	15.67	17.63	91.78	165.49	120.35	59.58	135.72	83.26	157.11	104.77	35
	30	88.20	90.25	15.55	17.46	91.44	164.77	120.00	59.31	135.47	83.06	156.69	104.41	30
	25	87.88	89.96	15.42	17.26	90.96	163.93	119.50	59.03	135.14	82.87	156.29	103.93	25
	20	87.52	89.67	15.00	17.01	90.48	163.07	118.96	58.75	134.82	82.69	155.88	103.32	20
	15	87.13	89.38	14.57	16.76	90.00	162.16	118.41	58.43	134.49	82.51	155.47	102.72	15
	10	86.71	88.79	14.15	16.51	89.36	161.11	117.63	58.03	134.16	82.07	154.61	101.94	10
	5	86.19	88.11	13.68	15.28	88.02	160.06	116.77	57.68	132.34	81.33	153.49	100.97	5
	Below													Below
STATE MEAN		88.94	91.30	16.25	18.16	93.28	167.64	121.56	60.31	136.83	83.61	158.71	105.71	
STANDARD DEVIATION		1.58	1.91	1.66	1.66	3.67	5.18	3.29	1.69	2.69	1.21	3.35	2.98	

APPENDIX C

PENNSYLVANIA DEPARTMENT OF EDUCATION QUALITY ASSESSMENT TEACHER QUESTIONNAIRE

DEDE 458 (7/70) (FORMERLY PIBE 458)

INSTRUCTIONS: The information received will be massed and reported as relationships to student output. No individual information will be reported or identification be made. Respond to the items by blackening the appropriate space. Code the school name and number (available from representative). EXAMPLE: Are you a teacher? Yes — No USE PENCIL ONLY

Where did you graduate from high school?

- In another country
- In Puerto Rico or another U.S. possession
- In another state in the United States
- In this state but outside this city or immediate area
- In this town, city, or immediate area

Where have you spent most of your life?

- In another country
- In Puerto Rico or another U.S. possession
- In another state in the United States
- In this state but outside this city or immediate area
- In this town, city, or immediate area

Type of institution where undergraduate degree was granted

- Do not have a college degree
- State college
- Liberal arts college or university

How much formal education did your mother or female guardian have?

- None
- Elementary
- Some secondary
- Graduated high school
- Some post - high school
- Graduated from college
- Masters degree
- Some work toward a Ph.D. or professional degree
- Completed Ph.D. or professional degree

Which of the following categories best describes the occupation of the principal wage earner in your family while you were growing up?

- Unskilled
- Semi - skilled worker, operative
- Skilled worker, craftsman, foreman
- Farmer
- Salesman, clerical and similar white collar
- Owner of small business
- Teacher, instructor
- Accountant, buyer, manager or official of a large enterprise
- Professional, doctor, lawyer

What characteristic do you think actually counts most in gaining professional recognition in this school system?

- Quality and quantity of work done
- Dependability
- Imaginativeness, inventiveness, creativity
- Seniority
- Formal education completed
- How well one is liked by his immediate supervisor
- How well one is liked by the people in the central office

What characteristic do you think should count most in gaining professional recognition in this school system?

- Quality or quantity of work done
- Dependability
- Imaginativeness, inventiveness, creativity
- Seniority
- Formal education completed
- How well one is liked by his immediate supervisor
- How well one is liked by the

If you would like to be working in education five years from now, what would you like to be doing?

- I do not wish to be working in education five years from now
- Superintendent
- Administrator in a central office
- Principal or assistant principal
- Curriculum director, supervisor or coordinator
- Guidance or psychological service
- Research worker
- Special services (Speech, reading)
- Teacher
- I will retire within five years

What is your salary for the present school year?

- Less than $6000 .....
- $6000 to $6600 .....
- $6601 to $7200 .....
- $7201 to $7800 .....
- $7801 to $8400 .....
- $8401 to $9000 .....
- $9001 to $9600 .....
- $9601 to $10,200 .....
- $10,201 to $10,800 .....
- Over $10,800 .....

Total number years completed in your present position

- Less than one year .....
- 1 year .....
- 2 years .....
- 3 - 5 years .....
- 6 - 10 years .....
- 11 - 15 years .....
- 16 - 20 years .....
- 20 or more years .....

PRINT SCHOOL NAME
Darken Matching Grids Below

SEX

Male Female

AGE	TEACHER NUMBER	SCHOOL NUMBER
Years		
20 - 24		
25 - 29		
30 - 34		
35 - 39		
40 - 44		
45 - 49		
50 - 54		
55 - 59		

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APPENDIX C (continued)

PENNSYLVANIA DEPARTMENT OF EDUCATION QUALITY ASSESSMENT TEACHER QUESTIONNAIRE

TEACHER NUMBER

SCHOOL NUMBER

PAGE 2

USE PENCIL ONLY

THE FOLLOWING STATEMENTS REFER TO ASPECTS OF ANY SCHOOL. PLEASE INDICATE WHAT EXTENT EACH OF THESE STATEMENTS DESCRIBES THE CLIMATE OF YOUR SCHOOL.

	Almost Never	Infrequently	Sometimes	Frequently	Almost Always
I find my job very exciting and rewarding.					
I am just a cog in the machinery of this school.					
I feel involved in a lot of activities that go on in this school					
I do things at school that I wouldn't do if it were up to me					
I really don't feel satisfied with a lot of things that go on in this school					
I have a lot of influence with my colleagues on educational matters					

IN GENERAL, WHAT DO YOU FEEL IS THE RELATIVE INFLUENCE EACH OF THE FOLLOWING GROUPS OR PERSONS HAVE ON EDUCATIONAL MATTERS IN YOUR SCHOOL?

HOW MUCH RELATIVE INFLUENCE DO YOU THINK THESE GROUPS OR PERSONS OUGHT TO HAVE IN DETERMINING EDUCATIONAL MATTERS IN YOUR SCHOOL?

	A great deal	Considerable	Some	Little	None
The local school board					
Your superintendent					
The principal of your school					
You yourself					
A small group of teachers					
Teachers in general					
Curriculum personnel (supervisor, director or coordinator)					
Students					
Parents					
Teacher organizations					
Local colleges					
Guidance and psychological personnel					
Newspapers					
P.T.A. (Parent-Teacher Association)					

HERE IS A LIST OF SOME CLASSROOM TEACHING PRACTICES. FOR EACH PRACTICE CHECK THE APPROPRIATE COLUMN AS IT PERTAINS TO YOU.

	Am using it regularly	Use it occasionally	Have considered trying	Have never tried it	Don't agree with the practice
Pupil participation in lesson planning					
Pupil participation in classroom teaching					
Having pupils work in small learning teams					
Role playing (acting out situations)					
Use of games to aid learning					
Pupil evaluation of classroom climate					
Pupil participation in developing classroom rules					
Involving pupils in community projects					
Utilizing local citizens as resource personnel					
Pupils as helpers or tutors of other pupils					
Others					

DEBE 458 PAGE 2

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APPENDIX D

Commonwealth of Pennsylvania - Department of Education

SCHOOL INFORMATION

PHASE III – QUALITY ASSESSMENT PROGRAM

Date

DEBE-461 (7/71)

INSTRUCTIONS: The questions which follow refer to the particular school which is participating in Phase III of the Quality Assessment Progra
The name and number of the school appears below. Please answer the questions as accurately as you can since the accuracy of these answers
is of utmost importance to your school's assessment program. Mark your answers as shown in examples. EXAMPLES: If answer is 5 = [0|0|5]
If answer is 53 = [0|5|3] If answer is 504 = [5|0|4] If answer is 5040 = [5|0|4|0] For item 7, record as per cent to one decimal pla
EXAMPLE: If answer is 50.4 per cent = [5|0:4]

Name of School	School District	School Position of Person Filling Out This Form	School EQA Number (1-3)

PDE USE ONL

1. The number of staff personnel who spend at least one half their time in instructional activity in this school. (4-6)

2. Total enrollment of the school as of October 1, 1971. (7-10)

3. Number of library books which are available for student checkout. (11-15)

4. Sum of hours worked in the school per week by all nonprofessional teacher aides including secretaries assigned to teaching staff and personnel whose primary function is to aid classrom teachers. (16-18)

5. Approximately what percentage of the residences in the area served by your school are best described as:

a. Expensive private homes	(19-21)
b. Moderate priced homes	(22-24)
c. Low cost homes	(25-27)
d. High rental apartments	(28-30)
e. Moderate rental apartments	(31-33)
f. Low rental apartments	(34-36)

FOR USE BY HIGH SCHOOLS ONLY

6. Number of personnel who spend at least 50 per cent of their time as guidance counselors, i.e., refers to personnel whose specific duties are those of counseling and advising students. (37-38)

7. Holding power of this high school.

$$\frac{\text{Graduating Class of 1971 + Transfers - New Students}}{\text{10th Grade Enrollment, September, 1968}} =$$ (39-41)

Transfers refers to those students who left the school after beginning 10th grade to attend another school. Also to be included in this figure are those 1968 10th graders who have died, have become physically or mentally incapacitated or committed to a correctional institution. (Refer to DEBE-482, Summary of Annual Attendance Report, Item 21, Withdrawals, W_1 to W_5 inclusive, W_9, W_{10}, W_{11}, W_{12} and W_{14}.)

All schools continue on other side.

APPENDIX D (continued)

CHECK EVERY GRADE LEVEL HOUSED IN SCHOOL BUILDING														
	1	2	3	4	5	6	7	8	9	10	11	12	Nongraded	Special Ed.
)	(43)	(44)	(45)	(46)	(47)	(48)	(49)	(50)	(51)	(52)	(53)	(54)	(55)	(56)

E IS A LIST OF SOME RELATIVELY NEW EDUCATIONAL PRAC-ES. FOR EACH PRACTICE CHECK THE APPROPRIATE BLOCK AS ERTAINS TO THE PARTICIPATING SCHOOL	HAVE NEVER TRIED IT	DON'T AGREE WITH THE PRACTICE	HAVE CONSIDERED TRYING IT	USE IT OCCASION-ALLY	AM USING IT REGULARLY
	1	2	3	4	5
NDEPENDENT STUDY. Regularly scheduled work by individual pupils with a minimum of teacher direction (57)					
NONGRADED CLASSES. Pupils are assigned to classes on the basis of ability without regard to traditional one-year steps (58)					
TEACHER AIDES. Regular employment of persons to assist the teacher in the classroom in administrative and other nonteaching functions (59)					
AY READERS. Regular employment of persons to assist the teacher in reading and grading the written work of pupils (60)					
PROGRAMMED INSTRUCTION. The use of educational material so designed that each pupil works at his own pace through sequential steps, receiving immediate indication of the correctness of response he has given to programmed questions. May or may not involve mechanical devices or "machines" (61)					
WORK EXPERIENCE PROGRAMS. Programs in which students, while in school or on vacation, undertake employment under school guidance directly related to their educational courses (62)					
NSTRUCTIONAL TELEVISION. Regularly scheduled in-class viewing of televised instruction coordinated with instruction on the same material by the classroom teacher (63)					
FLEXIBLE SCHEDULING. Situation in which class size, length of class meetings, number and spacing of classes are varied according to an assessment of the nature of the subject, type of instruction and ability and interest of students (64)					
STUDENT TUTORING PROGRAM. Students who excel in a given subject area volunteer to help students having difficulty in that area (65)					
LANGUAGE LABORATORY. Audio equipment arranged to permit individual members of a class to hear speech, practice speaking and hear play back (66)					
OTHER (SPECIFY). (67)					
FOR ELEMENTARY SCHOOLS ONLY	1	2	3	4	5
DEPARTMENTALIZATION (68)					

Does your school have the services of a guidance counselor assigned specifically to the elementary school program on a regular basis? (69)

☐ Yes ☐ No

APPENDIX E

PERCENTILE DISTRIBUTION OF SCHOOL AND COMMUNITY INDICES FOR ELEMENTARY SCHOOLS

PERCENTILE DISTRIBUTION	Percentile Rank	CHARACTERISTICS											Percentile Rank
		PROGRAM RESOURCE				FINANCIAL RESOURCE			DEMOGRAPHIC				
		STAFFP	BOOKSP	INNOVATE	LIBRARY	SUBSIDY	INSEXADM	EFFORT	ENROLL	LOCATION	INTERAC	HOUSING	
	Above												Above
	95	.052	28.64	46.22	4.61	345	506	31.58	851	5.92	1.83	4.33	95
	90	.049	18.59	42.89	4.49	326	466	29.08	714	4.96	1.74	4.18	90
	85	.046	16.54	40.13	4.36	309	440	27.54	592	4.65	1.66	4.04	85
	80	.045	14.49	38.75	4.24	300	429	26.75	531	4.34	1.59	3.93	80
	75	.043	12.44	37.38	4.11	292	418	25.96	473	3.58	1.54	3.83	75
	70	.042	11.06	36.05	3.98	284	410	25.21	429	3.14	1.49	3.74	70
	65	.041	10.39	34.99	3.85	276	402	24.48	387	2.80	1.45	3.65	65
	60	.040	9.72	33.94	3.71	268	394	23.76	345	2.50	1.42	3.54	60
	55	.039	9.06	32.89	3.56	260	388	23.29	309	2.29	1.39	3.43	55
	50	.038	8.39	31.86	3.42	252	383	22.92	274	2.08	1.37	3.33	50
	45	.037	7.72	30.88	3.28	243	377	22.55	238	1.87	1.35	3.22	45
	40	.036	7.05	29.90	3.15	235	372	22.18	211	1.68	1.33	3.11	40
	35	.036	6.39	28.91	3.02	227	367	21.81	193	1.57	1.30	3.00	35
	30	.035	5.72	27.88	2.92	219	361	21.37	174	1.47	1.28	2.89	30
	25	.034	5.05	26.62	2.82	207	354	20.79	155	1.36	1.25	2.71	25
	20	.033	4.39	25.37	2.72	192	348	20.21	137	1.26	1.22	2.53	20
	15	.033	3.72	24.11	2.60	175	341	19.63	118	1.15	1.19	2.37	15
	10	.032	3.05	21.38	2.38	156	331	18.69	99	1.05	1.14	2.21	10
	5	.029	0.93	16.67	2.08	136	320	17.70	38	1.00	1.06	1.98	5
	Below												Below
STATE MEAN		0.039	11.38	32.16	3.43	246	392	23.55	343	2.56	1.40	3.25	
STATE STANDARD DEVIATION		0.007	16.84	8.07	0.79	62	53	4.00	244	1.72	0.22	0.73	

APPENDIX F

PERCENTILE DISTRIBUTION OF INSTRUCTIONAL STAFF INDICES FOR ELEMENTARY SCHOOLS

PERCENTILE DISTRIBUTION	Percentile Rank	CHARACTERISTICS																Percentile Rank
		BACKGROUND						DEMOGRAPHIC					ATTITUDINAL					
		TMEDUC	TFOCC	TLOCALE	TCOLLEGE	TEDUC	TSTABL	TAGE	TSEX	TEXPER	TPPOS	SALARY	TSATISF	TCLPRAC	REACTL	RECIDEA	TCAREER	DISCREP	
	Above																	Above
	95	5.18	6.36	5.00	3.00	4.78	5.00	8.10	2.00	27.90	7.34	9756	25.90	46.74	6.33	2.90	9.75	6.26	95
	90	4.81	5.82	5.00	2.93	4.59	5.00	7.31	2.00	24.12	6.60	9364	24.81	45.92	5.39	2.53	9.34	5.61	90
	85	4.52	5.46	4.78	2.65	4.43	4.96	6.75	2.00	22.23	6.05	9109	23.98	45.1[illegible]	4.90	2.27	9.02	5.29	85
	80	4.36	5.14	4.74	2.59	4.31	4.91	6.40	1.99	20.80	5.77	8956	23.52	44.64	4.44	2.08	8.84	4.97	80
	75	4.24	4.83	4.68	2.53	4.19	4.73	6.13	1.97	19.54	5.50	8817	23.07	44.19	4.03	1.93	8.67	4.80	75
	70	4.12	4.62	4.64	2.47	4.13	4.64	5.86	1.93	18.32	5.27	8739	22.67	43.73	3.68	1.80	8.49	4.65	70
	65	4.00	4.44	4.60	2.41	4.07	4.60	5.57	1.90	17.31	5.11	8658	22.38	43.28	3.40	1.68	8.32	4.49	65
	60	3.83	4.26	4.49	2.36	4.02	4.56	5.18	1.88	16.30	4.95	8578	22.10	42.81	3.12	1.61	8.12	4.33	60
	55	3.66	4.07	4.35	2.31	3.97	4.53	4.79	1.86	15.29	4.79	8498	21.81	42.34	2.91	1.55	7.86	4.17	55
	50	3.48	3.89	4.30	2.25	3.92	4.49	4.50	1.85	14.52	4.63	8426	21.52	41.87	2.72	1.49	7.60	4.04	50
	45	3.32	3.71	4.25	1.99	3.86	4.44	4.25	1.83	13.74	4.44	8355	21.17	41.41	2.56	1.42	7.34	3.91	45
	40	3.16	3.53	4.20	1.95	3.76	4.39	4.00	1.81	12.96	4.25	8285	20.78	40.95	2.38	1.36	7.02	3.78	40
	35	3.02	3.36	4.15	1.91	3.67	4.34	3.75	1.79	12.18	4.06	8214	20.[illegible]	40.50	2.19	1.31	6.69	3.65	35
	30	2.91	3.19	4.11	1.88	3.57	4.29	3.43	1.77	11.39	3.87	8143	20.00	40.04	1.94	1.26	6.36	3.52	30
	25	2.81	3.02	4.06	1.84	3.49	4.02	3.10	1.75	10.59	3.59	8040	19.53	39.37	1.69	1.22	6.05	3.37	25
	20	2.70	2.85	4.02	1.80	3.40	3.96	2.77	1.72	9.79	.31	7936	19.06	38.64	1.44	1.18	5.73	3.17	20
	15	2.60	2.64	3.98	1.73	3.31	3.90	2.41	1.69	8.99	3.00	7832	18.54	37.82	1.23	1.13	5.38	2.98	15
	10	2.24	2.32	3.93	1.62	3.17	3.84	2.04	1.65	7.64	2.65	7670	17.87	36.87	1.02	1.09	4.91	2.78	10
	5	1.94	1.96	3.59	1.47	2.96	3.71	1.55	1.53	6.16	2.17	7478	16.85	35.50	1.00	1.04	3.81	2.38	5
	Below																		Below
STATE MEAN		3.52	4.08	4.36	2.23	3.87	4.46	4.68	1.82	15.33	4.60	8488	21.41	41.67	3.03	1.69	7.30	4.19	
STATE STANDARD DEVIATION		0.93	1.34	0.43	0.45	0.06	0.43	1.92	0.17	6.40	1.48	693	2.70	3.44	1.60	0.69	1.79	1.52	

APPENDIX G

PERCENTILE DISTRIBUTION OF STUDENT INDICES FOR ELEMENTARY SCHOOLS

PERCENTILE DISTRIBUTION	Percentile Rank	CHARACTERISTICS									Percentile Rank
		BACKGROUND						DEMOGRAPHIC			
		FOCC	MOCC	PCTMW	FAMSES	MEDUC	FEDUC	SEX	RACE	ATTEND	
	Above										Above
	95	54.14	54.07	50.07	63.21	4.52	5.03	1.658	5.04	4.31	95
	90	46.57	49.27	43.03	55.51	4.29	4.63	1.596	5.02	4.24	90
	85	42.41	45.53	38.27	50.65	4.18	4.35	1.577	5.01	4.16	85
	80	39.52	43.32	36.15	47.72	4.07	4.14	1.561	5.00	4.11	80
	75	37.05	41.27	34.03	44.87	4.00	4.07	1.545	4.98	4.06	75
	70	35.72	39.23	32.03	42.77	3.95	4.00	1.532	4.97	4.01	70
	65	34.49	37.46	30.49	41.08	3.90	3.94	1.520	4.96	3.98	65
	60	33.07	35.71	28.95	39.39	3.84	3.87	1.509	4.94	3.94	60
	55	31.76	33.96	27.41	37.70	3.79	3.80	1.498	4.93	3.91	55
	50	30.54	32.19	25.83	36.01	3.74	3.74	1.486	4.92	3.87	50
	45	29.31	30.38	23.86	34.32	3.70	3.68	1.476	4.90	3.83	45
	40	28.09	28.57	21.89	32.62	3.65	3.62	1.465	4.89	3.79	40
	35	26.87	26.77	19.92	30.93	3.60	3.56	1.454	4.88	3.74	35
	30	25.61	25.08	17.98	29.26	3.56	3.50	1.443	4.86	3.69	30
	25	24.36	23.38	16.04	27.60	3.51	3.43	1.430	4.85	3.64	25
	20	23.10	21.69	14.10	25.93	3.43	3.32	1.413	4.83	3.59	20
	15	21.85	19.58	11.50	24.26	3.33	3.20	1.396	4.74	3.53	15
	10	19.66	16.94	8.46	21.13	3.23	3.09	1.372	4.63	3.38	10
	5	16.68	13.48	4.35	17.89	3.00	2.77	1.316	4.26	3.24	5
	Below										Below
STATE MEAN		32.02	32.95	26.00	37.29	3.77	3.80	1.49	4.84	3.85	
STATE STANDARD DEVIATION		10.76	12.21	12.66	13.15	0.54	0.71	0.10	0.42	0.33	

APPENDIX H

PERCENTILE DISTRIBUTION OF SCHOOL AND COMMUNITY INDICES FOR SECONDARY SCHOOLS

PERCENTILE DISTRIBUTION	Percentile Rank	CHARACTERISTICS															Percentile Rank
		PROGRAM RESOURCE						FINANCIAL RESOURCE			DEMOGRAPHIC						
		STAFFP	BOOKSP	INNOVATE	LIBRARY	COUNSEL	GUIDANCE	SUBSIDY	INSEXADM	EFFORT	ENROLL	LOCATION	INTERRAC	HOUSING	HOLDING	POSTGRAD	
	Above																Above
	95	.067	20.15	43.12	4.75	4.88	.0043	344	527	29.26	2533	6.10	1.98	4.26	99.99	80.74	95
	90	.064	15.38	41.43	4.68	4.81	.0030	330	482	27.02	2185	5.40	1.95	4.12	99.48	69.73	90
	85	.062	14.26	40.28	4.63	4.74	.0030	317	428	25.88	1664	5.03	1.92	3.98	98.63	64.21	85
	80	.060	13.14	39.14	4.60	4.67	.0029	308	420	24.89	1386	4.67	1.89	3.87	97.80	61.56	80
	75	.057	12.38	37.64	4.56	4.63	.0029	300	413	24.50	1232	4.30	1.86	3.78	97.06	58.92	75
	70	.055	11.66	35.92	4.53	4.61	.0028	292	406	24.19	1093	3.94	1.82	3.68	96.32	56.76	70
	65	.054	10.95	34.51	4.49	4.58	.0028	284	398	23.87	964	3.42	1.75	3.59	95.57	54.73	65
	60	.052	10.24	33.53	4.45	4.56	.0027	276	393	23.55	898	2.96	1.67	3.49	94.83	52.69	60
	55	.051	9.74	32.55	4.41	4.54	.0027	268	388	23.24	832	2.77	1.51	3.39	93.74	50.77	55
	50	.051	9.23	31.57	4.38	4.52	.0026	259	383	22.92	765	2.58	1.32	3.30	92.56	49.22	50
	45	.050	8.73	30.43	4.34	4.50	.0021	251	379	22.59	699	2.38	1.22	3.16	91.34	47.66	45
	40	.049	8.22	29.18	4.31	4.48	.0020	242	374	22.26	633	2.19	1.17	3.01	90.39	46.10	40
	35	.049	7.72	27.93	4.27	4.45	.0020	233	369	21.93	571	2.03	1.13	2.88	89.40	44.55	35
	30	.048	7.22	26.68	4.24	4.41	.0019	223	365	21.60	515	1.87	1.08	2.78	88.41	42.99	30
	25	.047	6.72	25.43	4.21	4.37	.0019	213	358	21.27	459	1.71	1.04	2.68	87.17	41.44	25
	20	.046	6.22	24.18	4.16	4.34	.0018	198	351	20.82	404	1.54	1.00	2.59	85.86	39.88	20
	15	.045	5.71	22.67	4.08	4.27	.0018	182	343	19.43	348	1.36	1.00	2.45	84.35	38.33	15
	10	.044	5.21	20.95	3.90	4.17	.0017	158	336	18.21	292	1.12	1.00	2.32	82.37	36.77	10
	5	.041	4.43	18.17	3.71	4.03	.0010	123	323	16.94	237	1.00	1.00	2.13	78.13	28.13	5
	Below																Below
STATE MEAN		.053	10.27	31.16	4.34	4.48	.0026	249	396	22.88	974	3.03	1.44	3.26	91.42	51.13	
STATE STANDARD DEVIATION		.009	5.51	7.53	0.31	0.32	.0009	67	64	3.81	7[illegible]	1.60	0.38	0.69	6.50	14.49	

APPENDIX I

PERCENTILE DISTRIBUTION OF INSTRUCTIONAL STAFF INDICES FOR SECONDARY SCHOOLS

PERCENTILE DISTRIBUTION	Percentile Rank	CHARACTERISTICS																	Percentile Rank
		BACKGROUND						DEMOGRAPHIC					ATTITUDINAL						
		TMEDUC	TFOCC	TLOCALE	TCOLLEGE	TEDUC	TSTABL	TAGE	TSEX	TEXPER	TPPOS	SALARY	TSATISF	TCLPRACT	REACTL	RECIDEA	TCAREER	DISCREP	
	Above 95	4.46	5.84	4.84	2.86	5.41	4.91	6.56	1.564	18.40	6.30	9889	23.23	42.29	5.02	2.37	9.21	5.98	Above 95
	90	4.31	5.45	4.74	2.76	5.21	4.77	5.49	1.535	16.59	6.02	9293	22.27	41.42	4.70	2.24	8.78	5.41	90
	85	4.20	5.16	4.63	2.69	5.07	4.67	5.12	1.482	15.55	5.80	9167	21.74	40.65	4.47	2.09	8.37	5.10	85
	80	4.07	5.01	4.60	2.66	4.97	4.63	4.92	1.462	14.85	5.60	9041	21.49	40.14	4.25	2.00	8.19	4.94	80
	75	3.94	4.85	4.56	2.62	4.88	4.59	4.72	1.443	14.16	5.42	8925	21.23	39.72	4.04	1.94	8.01	4.78	75
	70	3.88	4.70	4.53	2.58	4.79	4.55	4.61	1.428	13.65	5.25	8826	20.97	39.30	3.84	1.88	7.85	4.66	70
	65	3.84	4.60	4.49	2.55	4.70	4.53	4.51	1.417	13.30	5.13	8727	20.75	38.90	3.66	1.80	7.74	4.56	65
	60	3.80	4.51	4.45	2.52	4.64	4.51	4.40	1.406	12.96	5.01	8626	20.53	38.52	3.49	1.72	7.64	4.45	60
	55	3.76	4.41	4.41	2.48	4.61	4.48	4.29	1.395	12.61	4.89	8540	20.31	38.13	3.32	1.64	7.53	4.35	55
	50	3.72	4.32	4.36	2.46	4.57	4.46	4.18	1.384	12.27	4.78	8463	20.10	37.80	3.19	1.57	7.43	4.27	50
	45	3.68	4.22	4.32	2.42	4.54	4.44	4.02	1.368	11.86	4.68	8386	19.92	37.53	3.08	1.51	7.32	4.20	45
	40	3.62	4.06	4.27	2.37	4.50	4.39	3.85	1.352	11.42	4.59	8309	19.74	37.25	2.98	1.45	7.17	4.12	40
	35	3.53	3.91	4.22	2.33	4.46	4.33	3.68	1.336	10.97	4.50	8233	19.55	36.98	2.87	1.39	7.02	4.04	35
	30	3.44	3.75	4.18	2.30	4.42	4.28	3.54	1.324	10.53	4.41	8143	19.37	36.71	2.76	1.34	6.87	3.97	30
	25	3.34	3.58	4.14	2.27	4.37	4.23	3.42	1.311	9.75	4.27	8043	19.09	36.26	2.57	1.29	6.71	3.81	25
	20	3.24	3.41	4.09	2.24	4.33	4.18	3.30	1.298	8.86	4.11	7944	18.71	35.75	2.39	1.24	6.55	3.63	20
	15	3.13	3.10	4.04	2.20	4.29	4.13	3.18	1.284	8.27	3.95	7846	18.29	35.16	2.15	1.15	6.38	3.47	15
	10	3.02	2.85	3.97	2.14	4.22	4.03	3.06	1.264	7.76	3.69	7706	17.77	34.39	1.78	1.03	6.17	3.32	10
	5 Below	2.87	2.51	3.82	2.07	4.15	3.93	2.23	1.245	7.24	3.38	7552	17.09	33.53	1.47	1.00	5.78	3.17	5 Below
STATE MEAN		3.66	4.22	4.35	2.45	4.67	4.42	4.17	1.386	12.13	4.81	8579	20 12	37.91	3 27	1.63	7.33	4.35	
STATE STANDARD DEVIATION		0.50	0.94	0.29	0.24	0.39	0.27	1.12	0.096	3.41	0.86	759	1.69	2.53	1.01	0.41	1.08	0.80	

APPENDIX J

PERCENTILE DISTRIBUTION OF STUDENT INDICES FOR SECONDARY SCHOOLS

PERCENTILE DISTRIBUTION	Percentile Rank	CHARACTERISTICS												Percentile Rank
		BACKGROUND				ATTITUDINAL					DEMOGRAPHIC			
		FOCC	MOCC	PCTMW	FAMSES	MORESB	MORESG	VALUES	OCDESIRE	OCEXPECT	SEX	RACE	ATTEND	
	Above													Above
	95	59.15	53.76	48.77	72.36	4.00	3.91	4.23	66.37	65.76	1.635	5.01	3.81	95
	90	53.21	50.94	44.78	68.44	3.78	3.76	4.16	64.10	63.77	1.596	5.00	3.75	90
	85	50.03	47.62	41.54	64.11	3.65	3.62	4.10	62.18	62.23	1.577	4.98	3.69	85
	80	46.58	45.67	39.16	58.90	3.56	3.54	4.07	61.45	60.75	1.567	4.97	3.64	80
	75	42.88	44.29	37.14	53.09	3.53	3.52	4.05	60.73	59.60	1.556	4.96	3.61	75
	70	40.76	42.90	35.64	51.13	3.50	3.50	4.02	60.02	58.44	1.546	4.95	3.57	70
	65	38.64	41.56	34.63	49.17	3.47	3.48	4.00	59.30	57.29	1.536	4.94	3.52	65
	60	37.20	40.29	33.61	47.26	3.44	3.46	3.97	58.38	55.93	1.525	4.93	3.47	60
	55	36.19	39.01	32.60	46.02	3.41	3.43	3.95	57.34	54.55	1.518	4.92	3.42	55
	50	35.19	37.73	31.50	44.79	3.38	3.41	3.93	56.30	53.18	1.513	4.90	3.39	50
	45	34.19	35.96	29.88	43.55	3.35	3.38	3.92	55.12	51.92	1.508	4.89	3.37	45
	40	33.18	34.11	28.26	42.31	3.32	3.36	3.90	53.84	50.66	1.503	4.88	3.34	40
	35	32.20	32.56	26.83	41.08	3.29	3.33	3.89	52.61	49.44	1.498	4.87	3.31	35
	30	31.25	31.45	25.67	39.56	3.26	3.31	3.87	51.65	48.45	1.493	4.86	3.28	30
	25	30.29	30.34	24.51	38.00	3.22	3.28	3.85	50.69	47.46	1.486	4.85	3.24	25
	20	29.34	29.24	23.35	36.43	3.19	3.25	3.81	49.74	46.47	1.469	4.83	3.21	20
	15	28.39	27.91	21.93	34.87	3.16	3.22	3.76	48.51	45.32	1.454	4.74	3.17	15
	10	27.43	26.07	20.31	32.53	3.12	3.18	3.72	47.24	43.78	1.439	4.60	3.11	10
	5	24.44	24.22	18.69	29.92	3.00	3.11	3.66	45.37	42.24	1.423	4.38	3.06	5
	Below													Below
STATE MEAN		37.80	37.55	31.73	47.32	3.40	3.43	3.95	55.87	53.35	1.52	4.83	3.42	
STATE STANDARD DEVIATION		10.45	9.11	8.88	12.86	0.29	0.24	0.16	6.29	7.59	0.06	0.37	0.25	

APPENDIX K

STUDENT DISTRIBUTIONS FOR FIVE SCHOOL GROUPINGS ON EQA INSTRUMENTS: GRADE 5

STUDENT DISTRIBUTIONS FOR FIVE SCHOOL GROUPINGS
ON EQA INSTRUMENTS: GRADE 5

INSTRUMENT	PERCENTILE	RAW SCORE EQUIVALENT	VERY LOW-SCORING SCHOOLS	LOW-SCORING SCHOOLS	MIDDLE-SCORING SCHOOLS	HIGH-SCORING SCHOOLS	VERY HIGH-SCORING SCHOOLS
	81 and above	95 and above	8%	14%	20%	28%	39%
Self	61-80	90-94	11%	16%	20%	21%	22%
Understanding	41-60	85-89	20%	21%	20%	20%	19%
	21-40	80-84	25%	24%	21%	17%	12%
	20 and below	79 and below	36%	25%	19%	14%	8%
	81 and above	37 and above	9%	12%	19%	25%	34%
	61-80	35-36	10%	16%	19%	26%	29%
Understanding	41-60	32-34	18%	21%	22%	21%	20%
Others	21-40	28-31	26%	25%	21%	16%	11%
	20 and below	27 and below	37%	26%	19%	12%	6%
	81 and above	22 and above	4%	11%	17%	27%	33%
Basic	61-80	18-21	10%	16%	21%	23%	26%
Skills:	41-60	15-17	15%	20%	20%	19%	19%
Verbal	21-40	12-14	26%	24%	22%	18%	14%
	20 and below	11 and below	45%	29%	20%	13%	8%
	81 and above	22 and above	4%	13%	21%	28%	40%
Basic	61-80	19-21	10%	19%	23%	27%	27%
Skills:	41-60	17-18	12%	17%	18%	17%	16%
Math	21-40	14-16	29%	26%	22%	17%	11%
	20 and below	13 and below	45%	25%	16%	11%	6%
	81 and above	67 and above	6%	12%	18%	27%	37%
Interest	61-80	62-66	9%	16%	19%	21%	24%
in School	41-60	57-61	14%	21%	23%	22%	19%
	21-40	52-56	26%	21%	20%	17%	12%
	20 and below	51 and below	42%	30%	20%	13%	8%
	81 and above	182 and above	8%	11%	19%	26%	33%
	61-80	170-181	9%	15%	20%	24%	31%
Citizenship	41-60	156-169	12%	17%	21%	21%	21%
	21-40	139-155	28%	27%	21%	18%	11%
	20 and below	138 and below	43%	30%	19%	11%	4%
	81 and above	35 and above	3%	10%	16%	25%	37%
	61-80	31-34	8%	18%	25%	29%	33%
Health	41-60	28-30	11%	16%	18%	18%	16%
Habits	21-40	23-27	26%	24%	21%	16%	10%
	20 and below	22 and below	52%	32%	20%	12%	4%
	81 and above	153 and above	4%	11%	18%	27%	35%
	61-80	143-152	10%	16%	21%	24%	29%
Creativity	41-60	134-142	17%	19%	21%	21%	18%
	21-40	124-133	25%	24%	21%	16%	11%
	20 and below	123 and below	44%	30%	19%	12%	7%
	81 and above	65 and above	5%	12%	19%	27%	39%
	61-80	61-64	14%	19%	24%	28%	29%
Vocational	41-60	59-60	15%	18%	17%	15%	15%
Development	21-40	56-58	27%	23%	21%	18%	10%
	20 and below	55 and below	39%	28%	19%	12%	7%
	81 and anove	57 and above	9%	15%	21%	28%	37%
Appreciating	61-80	54-56	13%	18%	21%	23%	23%
Human	41-60	51-53	18%	21%	20%	20%	20%
Accomplishments	21-40	48-50	17%	17%	17%	14%	11%
	20 and below	47 and below	43%	29%	21%	15%	9%
	81 and above	115 and above	7%	13%	19%	29%	39%
Preparing	61-80	106-114	11%	15%	18%	21%	25%
for a	41-60	97-105	18%	22%	22%	21%	25%
Changing	21-40	88-96	27%	23%	21%	17%	11%
World	20 and below	87 and below	37%	27%	20%	14%	7%

APPENDIX L

STUDENT DISTRIBUTIONS FOR FIVE SCHOOL GROUPINGS ON EQA INSTRUMENTS: GRADE 11

STUDENT DISTRIBUTIONS FOR FIVE SCHOOL GROUPINGS
ON EQA INSTRUMENTS: GRADE 11

INSTRUMENT	PERCENTILE RANK	RAW SCORE EQUIVALENT	VERY LOW-SCORING SCHOOLS	LOW-SCORING SCHOOLS	MIDDLE-SCORING SCHOOLS	HIGH-SCORING SCHOOLS	VERY HIGH-SCORING SCHOOLS
	81 and above	97 and above	11%	14%	20%	26%	32%
Self	61-80	93-96	14%	15%	17%	18%	19%
Understanding	41-60	88-92	17%	23%	22%	22%	23%
	21-40	83-87	24%	20%	19%	17%	15%
	20 and below	82 and below	34%	28%	22%	17%	11%
	81 and above	99 and above	8%	13%	17%	24%	34%
Understanding	61-80	95-98	17%	19%	22%	24%	26%
Others	41-60	92-94	18%	18%	18%	18%	14%
	21-40	87-91	22%	22%	22%	18%	14%
	20 and below	86 and below	35%	28%	21%	16%	12%
	81 and above	23 and above	4%	9%	15%	21%	31%
Basic	61-80	19-22	11%	18%	20%	24%	29%
Skills	41-60	16-18	15%	17%	19%	20%	18%
Verbal	21-40	12-15	31%	26%	24%	21%	15%
	20 and below	11 and below	39%	30%	22%	14%	7%
Basic	81 and above	24 and above	4%	12%	18%	26%	41%
Skills	61-80	20-23	11%	20%	22%	26%	29%
Math	41-60	17-19	16%	20%	20%	19%	16%
	21-40	14-16	23%	20%	19%	15%	10%
	20 and below	13 and below	46%	28%	21%	14%	4%
	81 and above	105 and above	12%	17%	21%	29%	45%
	61-80	98-104	12%	17%	19%	22%	22%
Interest	41-60	91-97	15%	21%	20%	20%	14%
in School	21-40	82-90	24%	20%	21%	16%	13%
	20 and below	81 and below	37%	25%	19%	13%	6%
	81 and above	184 and above	8%	16%	20%	28%	39%
	61-80	174-183	14%	18%	22%	25%	27%
Citizenship	41-60	164-173	17%	20%	21%	19%	16%
	21-40	150-163	26%	21%	20%	15%	10%
	20 and below	149 and below	35%	25%	17%	13%	8%
	81 and above	131 and above	6%	12%	19%	28%	38%
	61-80	126-130	12%	18%	23%	27%	24%
Health	41-60	121-125	13%	20%	20%	19%	19%
Habits	21-40	113-120	23%	24%	20%	14%	14%
	20 and below	112 and below	46%	26%	18%	12%	5%
	81 and above	68 and above	6%	12%	18%	24%	33%
Creative	61-80	63-67	16%	16%	19%	19%	19%
Potential	41-60	59-62	19%	22%	19%	20%	18%
	21-40	54-58	36%	26%	24%	21%	17%
	20 and below	53 and below	23%	24%	20%	16%	13%
	81 and above	149 and above	8%	16%	19%	24%	34%
Creative	61-80	138-148	17%	18%	19%	21%	21%
Output	41-60	131-137	24%	20%	19%	20%	15%
	21-40	124-130	25%	24%	23%	21%	18%
	20 and below	123 and below	26%	22%	20%	14%	12%
	81 and above	89 and above	12%	17%	22%	27%	35%
Vocational	61-80	86-88	15%	19%	22%	23%	22%
Development	41-60	83-85	20%	19%	21%	21%	19%
	21-40	79-82	22%	21%	18%	17%	16%
	20 and below	78 and below	31%	24%	17%	12%	8%
	81 and above	174 and above	13%	15%	20%	28%	33%
Appreciating	61-80	164-173	15%	19%	21%	21%	26%
Human	41-60	155-163	17%	21%	21%	19%	17%
Accomplishments	21-40	145-154	23%	21%	18%	16%	13%
	20 and below	144 and below	32%	24%	20%	16%	11%
	81 and above	118 and above	10%	16%	20%	25%	33%
Preparing	61-80	110-117	11%	18%	21%	21%	24%
for a	41-60	103-109	18%	18%	19%	20%	17%
Changing World	21-40	94-102	21%	23%	20%	19%	13%
	20 and below	93 and below	40%	25%	20%	15%	13%

APPENDIX M
LIST OF OCCUPATIONS FOR MOCC, FOCC, OCDESIRE AND OCEXPECT

HEALTH SERVICES

001 Dentist
002 Physician, Osteopath, or Surgeon
003 Pharmacist
004 Optometrist or Chiropractor
005 Veterinarian
006 Medical or Dental Technician
007 Nurse
008 Practical Nurse
009 Hospital Attendant

EDUCATION

010 Administrator
011 Teacher or Instructor
012 Librarian
013 Library Assistant or Teacher Aide

INDUSTRY - FACTORY

014 Industrial Foreman
015 Toolmaker
016 Stationary Engineer
017 Metal Worker
018 Machinist
019 Millwright
020 Jobsetter
021 Welder or Flame-Cutter
022 Metal Filer, Grinder, or Polisher
023 Craneman Derrickman, or Hoistman
024 Furnaceman, Smelterman, or Pourer
025 Operator of Industrial Equipment
026 Operator in Laundry
027 Metal Molder
028 Quarry Worker
029 Packer, Wrapper, or Grader
030 Laborer
031 Textile Spinner or Weaver
032 Motorman
033 Miner

CONSTRUCTION

034 Architect
035 Manager, Owner, or Official
036 Electrician
037 Foreman
038 Plumber
039 Brickmason, Tilesetter, or Glazier
040 Plasterer
041 Stone Mason, Cutter or Carver
042 Heavy Equipment Operator
043 Cabinetmaker
044 Carpenter
045 Painter
046 Roofer
047 Paperhanger, Carpet or Tile Layer
048 Laborer
049 Lumberman

TRANSPORTATION

050 Pilot
051 Manager, Owner, or Official
052 Locomotive Engineer
053 Railroad Conductor
054 Locomotive Fireman
055 Railroad Brakeman or Switchman
056 Inspector of Vehicles
057 Dispatcher
058 Deliveryman
059 Bus Driver
060 Shipping Clerk
061 Truck Driver
062 Taxi Driver
063 Laborer

COMMUNICATION OR PUBLIC UTILITY

064 Editor, Reporter, or Author
065 Manager, Owner, or Official
066 Technician
067 Postmaster
068 Foreman
069 Lineman or Serviceman
070 Telephone or Telegraph Operator
071 Laborer

SERVICE WORKERS

072 Printing Craftsman
073 Decorator
074 Policeman or Detective
075 Fire Fighter
076 Appliance/Office Machine Repairman
077 Butcher
078 Mechanic
079 Tailor
080 Baker
081 Equipment Maintenance Man
082 Service Station Attendant
083 Member of Armed Forces
084 Watchman or Guard
085 Barber or Beautician
086 Waiter, Waitress, or Bartender
087 Cook
088 Janitor or Cleaning Woman
089 Sanitation Worker

AGRICULTURE

090 Landscaper or Tree Surgeon
091 Farm Manager
092 Farmer
093 Laborer

CLERICAL WORKERS

094 Stenographer, Typist, or Secretary
095 Mail Carrier or Clerk
096 Bank Teller
097 Bookkeeper
098 Office Machine Operator
099 Cashier or Office Clerk
100 Collector
101 Messenger

SALES WORKERS

102 Stock Broker
103 Advertising Agent
104 Insurance Agent
105 Industrial Sales Worker
106 Real Estate Agent
107 Wholesale Trade Sales Worker
108 Retail Trade Sales Worker

BUSINESS OTHER THAN SALES

109 Personnel Worker
110 Accountant or Auditor
111 Buyer or Purchasing Agent
112 Credit Man
Manager, Owner, or Official
113 of a Bank or Finance Institution
114 of an Insurance Company
115 of a Real Estate Agency
116 of an Industry
117 of a Wholesale Trade
118 of a Car Dealership
119 of a Department, Clothing or Furniture Store
120 of a Hardware, Implement or Building Material Supplier
121 of a Food Store
122 of an Eating Place or Drinking Place
123 of a Repair Service
124 of a Service Station
125 of a Junkyard

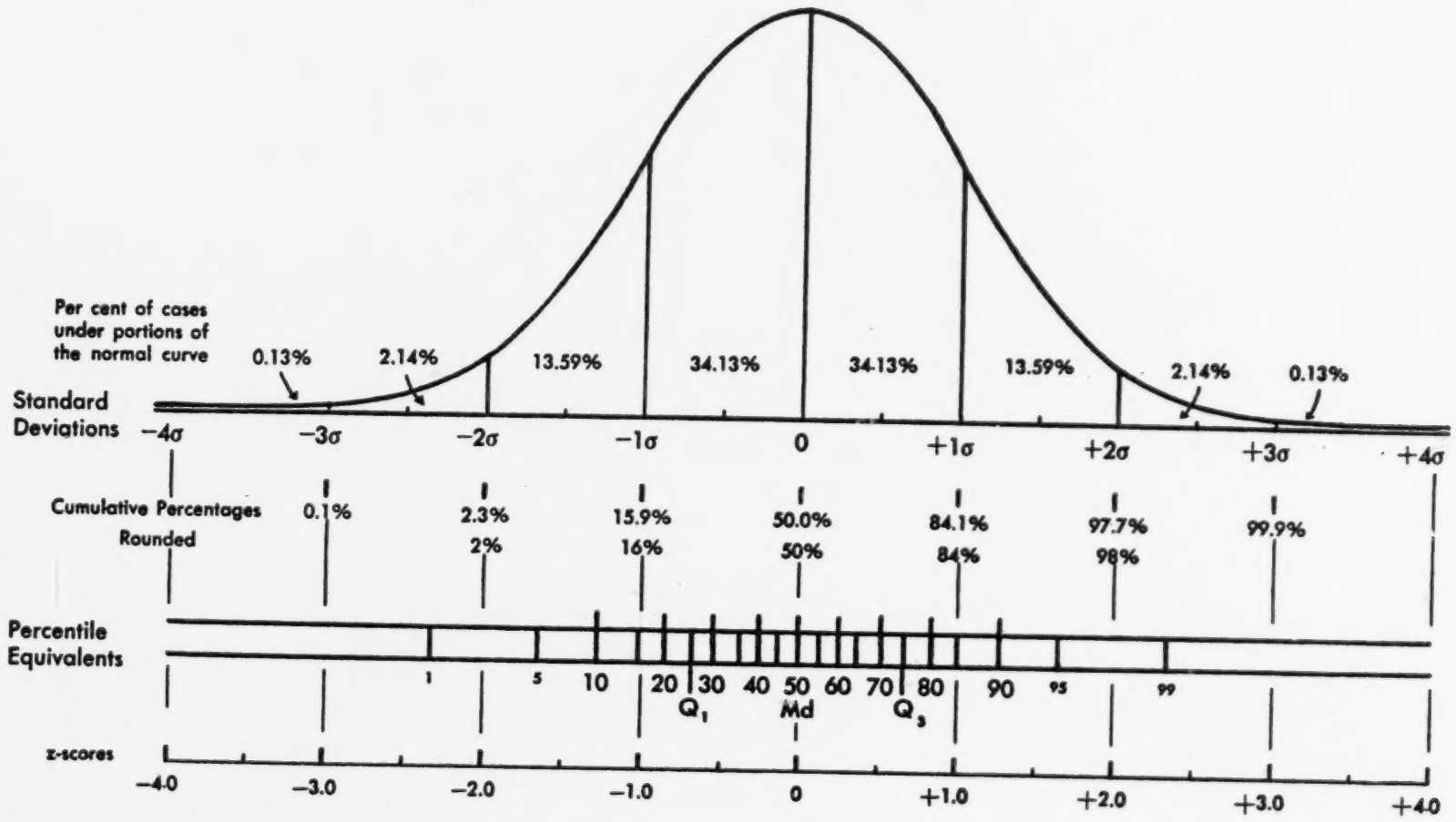
OTHER PROFESSIONAL AND TECHNICAL WORKERS

126 Lawyer or Judge
127 Engineer
128 Social Scientist
129 Natural Scientist
130 Draftsman or Artist
131 Social Worker
132 Undertaker
133 Clergyman
134 Musician or Entertainer
135 Photographer
136 Surveyor
137 Dietitian

SPECIAL

200 Housewife
300 Unemployed
400 Pensioned
500 Student
600 Not Living at Home
700 Deceased

APPENDIX N
NORMAL CURVE WITH Z-SCORES AND PERCENTILE EQUIVALENTS



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